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ABSTRACT

Based on advice and information from Peace Corps volunteers, staff, and experts, this manual provides creative, innovative ideas for activities for youth that are founded on development principles. Part 1 provides information about these different kinds of youth a volunteer may encounter in the community: in-school, out-of-school, differently abled, street, working, refugees and internally displaced, and orphaned youth. Part 2 on creating credibility, addressing sustainability, and building capacity covers ideas about how to build relationships with young people and gather information about the youth environment in the area; volunteer roles; stages of adolescent development; a theory that emphasizes starting from strengths and assets as a highly effective approach to working with youth; Peace Corps experience in strength-based work and its youth development framework; asset types identified through youth and community research; and planning, implementing, and evaluating a youth activity for ways to include youth work in a Peace Corps Project Plan. Part 3 is a collection of reminders and descriptions of useful tools, techniques, and games divided into these five categories: assessment, planning, implementation, evaluation, and games, songs, and other activities or "60 Things to Do on the Spot." Part 4 describes promising activities volunteers have implemented. Part 5 includes lists of 15 items from the Peace Corps' Information Collection and Exchange and 11 organizations; a 28-item bibliography; and 88 endnotes. (YLB)

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WORKING WITH YOUTH:

APPROACHES FOR VOLUNTEERS

PEACE CORPS
2002

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INTRODUCTION

WHY A VOLUNTEER MANUAL ON WORKING WITH YOUTH?

Since the first Volunteer stepped off the airplane in Accra, Ghana, in 1961, and in other countries around the world since then, local youth have been watching and interacting with Peace Corps Volunteers. Local young people offer Volunteers opportunities to develop enriching relationships that can satisfy Volunteers' aspirations to make a meaningful difference, participate in family life activities, and have fun.

Youth work crosses all sectors of Peace Corps projects. At various times during your Peace Corps experience, you will have opportunities to make a positive impact on the local young people. If your primary assignment is in the youth development area, we urge you to use this book to gather ideas for activities to support the goals and objectives of your Peace Corps Project Plan. If your primary responsibilities are in another sector, this book is for you too. Increasingly, youth are being recognized as an important and worthy group to target in development activities. This book can help you connect your project to young people.

Sustainable development must include young men and women. Helping youth build their knowledge and skills is an important investment in the future and should be part of every Volunteer's work. Fortunately, young women and men are like sponges. When given the opportunity, they can absorb and retain a wealth of information and experiences that can strongly influence their development and that of their families and communities.

This manual is intended to complement knowledge, intuition, and good intentions in your encounters with youth. It can support your efforts by helping you make more informed and thoughtful decisions as you engage young people in discussions and activities. Through advice and information from Volunteers, staff, and experts, this manual will provide you with creative and innovative

ideas for activities that are founded on development principles and gathered from experience throughout the world.

This manual is not only an information resource, but we hope also a source of encouragement and inspiration. We hope you will use it to look at your work through a different lens and further discover the potential of young people.

[When] we launched our youth-focused project crossing all sectors, the rationale was pretty simple and clear. All our Volunteers work with youth in some capacity during their service...and though youth here are often the most underutilized segment of the population...they are the most enthusiastic and open sector of our society...They can retain information, knowledge, and experiences which can...influence them as individuals and society at large. They are more open to new ideas and are much less resistant to changes than adults.

—APCD, TEFL Program Manager, Kazakhstan

PEACE CORPS EXPERIENCE WORKING WITH YOUTH

Recent estimates place Volunteers reaching over 225,000 in-and-out-of-school youth each year. The Volunteers work in all sectors: Agriculture, Education, Environment, Health, Business Development, and Youth Development. It is estimated that at least 40 percent of all Volunteers reach in-school youth while about 20 percent of all Volunteers reach community-based youth with information, skills training, opportunities, and nurturing relationships.

Many Volunteers who work in Youth Development Projects are doing life skills training and teaching healthy lifestyles and practices. This includes human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS), alcohol and substance abuse prevention, and health peer education. Sports are popular points of connection. Volunteers also help young people become acquainted with and prepared for the world of work. They provide literacy and numeracy education that extends to setting up and supporting libraries and reading programs. Vocational skills development has included teaching entrepreneurial and employability skills and, in recent years, computer training. Volunteers work to engage young women and men through community service, environmental action, and leadership training. They also reach out to out-of-school, out-of-work youth. Over the years, more orphans and vulnerable children, such as those with disabilities, have become beneficiaries of Peace Corps projects.

Volunteers in all sectors have found ways to include youth in their projects. Agriculture Volunteers have involved youth in hillside agriculture and fish culture extension projects. Business Development Volunteers have worked to build youth marketing skills and helped improve organizational management of youth organizations. Environment and Education Volunteers have created camps and clubs to increase natural resources awareness and build English language skills. Health Volunteers have engaged young men and women in peer health education projects.

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KEY LESSONS THAT INFORM THIS MANUAL

The most effective and sustainable work with youth, their families, and communities is represented in three important principles that form the underlying theme of working with youth:

1. **Positive youth development**
   To help young people thrive:
   - Surround them and their families with experiences, education, opportunities, and relationships that support development.
   - See young men and women as resources to be developed rather than problems to be solved.

2. **Youth participation**
   In projects and activities that affect them:
   - Youth should participate at all stages of the life of a project or activity—planning, implementation, and evaluation.
   - Youth must receive the support and training necessary to succeed in contributing in ways that prepare them to be competent, caring, active, and responsible adults.

3. **Asset-based community development**
   To help communities:
   - Recognize that people are more energized when the focus is on aspirations and opportunities.
   - Build on capacities, gifts, and strengths that are already in place.

WHO ARE "YOUTH" IN THIS MANUAL?

The descriptions and suggested activities are intended for youth between the ages of 10 and 20 years old. To avoid excessive use of one term, we refer to them as "youth," "young people," "young women" and "young men," "adolescents," and sometimes "kids" and "children." We are also aware that there is great country-to-country variation in the use of these terms.

The United Nations system, in collecting demographic statistics, defines "youth" as those persons who are 15 to 24 years old. It is helpful to recognize that Article 1 of the United Nations Convention on the Rights of the Child defines "children" as persons up to the age of 18. This was an intentional effort to protect as many in this age grouping as possible.

The practical lesson here is that all activities have to be appropriate to the age, sex, culture, and developmental stage of the individuals involved. Part One of this manual is designed to help you address this. You may need to be more consistent in your use of terms in your locale. For example, it may not be appropriate to refer to 16 year olds as "children" in one sentence and "young adults" in another.

HOW TO USE THIS BOOK

Working With Youth can be used in a variety of ways. You may want to read it completely starting with **Part One: Being With Youth**. This section provides information about the young people you may encounter in your community, lessons the Peace Corps has learned about working with youth, information about youth development, and suggestions to guide your planning.

Part Two: Tools, Techniques, and Games provides specific tools to use when conducting activities with young people. In **Promising Activities,** Volunteers share detailed descriptions of activities they implemented in their host communities and suggestions for others who want to try them.

Or you might prefer to pick up this manual and browse through it when you have a few minutes, starting with the sections that seem most relevant to your Peace Corps Project Plan, the needs of your community, or your own interests.

For example, if you are in an area where many youth live and work on the street, you may find that the section **Street Children and Youth** (p. 14) helps you understand and relate to them differently as you move around your community.

Reading **Volunteer Roles** (p. 25-32) will provide you with information about the multiple roles all adults can play in the lives of youth and help you convey the importance of positive role modeling to your Counterpart and other host country adults.

Looking for some community entry ideas that relate to youth? Consult **Creating Credibility, Addressing Sustainability, and Building Capacity** (p. 19-24) for ideas about how to build relationships with young people and gather information about the youth environment in your area.

When you are ready to take action, be sure to consult **Planning, Implementing, and Evaluating a Youth Activity** (p. 60-76) for ways to include youth work in your Peace Corps Project Plan. Then look through **Promising Activities** (p. 97-185) for some specific ideas to discuss with your Counterparts and Associate Peace Corps Director (APCD). If you are excited about an idea, but unsure if it would work in your community, consult **I Have a Great Idea. What Should I Do?** (p. 63).

Do you like to start with a theoretical framework? If so, you may want to begin with **Basing Activities on Sound Theory and Experience** (p. 33).

Looking for a quick activity that will build leadership skills? In addition to **Promising Activities**, look over the **Tools, Techniques, and Games** section (p. 81-111), which will give you some ideas and guidance on processes and activities to do with youth for assessing, planning, and managing group dynamics.

Want to do something just for fun this afternoon? See **60 Things to Do on the Spot** for a reminder list of all that stuff you did as a kid and may have forgotten about (p. 111).

However you decide to approach Working With Youth, we hope that you'll come back to it often and that it will inspire you to create meaningful connections with the youth in your community.

ACKNOWLEDGMENTS

The creation of this manual was a highly collaborative process. In addition to theory and expert opinions, it includes the experiences of the Volunteers working with youth around the world. In all cases, the projects would not have been possible without the dedicated work of their Counterparts, Volunteers who preceded them, and the local Peace Corps staff. The Peace Corps acknowledges the following people who contributed, enhanced, and reviewed the manual: Sandy Callier, Ana Maria Castro, Ana Coghlan, Juan Coward, Terri Elders, Carol Elsesser, Anita Friedman, Shari Howe, Erin Mone, Amber Myers, Michaeline Schuman, Yumi Sera, Chuck Wattles, Teri Wingate, Tameka Salis for research, and Betsy Devlin-Foltz for writing, in collaboration with Paul Sully, Community and Youth Development Specialist, the Center for Field Assistance and Applied Research, Peace Corps/Washington.

BEING WITH YOUTH

Part One of this book provides information to help you understand youth. Whatever your sector or your role, it is intended to offer you the current thinking and best practices for being with the young people in your community. The process of learning takes time and is ongoing. You will not wait until you know it all before you begin to act. Rather, you are encouraged to take thoughtful action based on knowledge, relationships, opportunities, and agreement and consultation with your Counterpart.

WORKING WITH YOUTH IN DIFFERENT CIRCUMSTANCES

In the youth project in Belize, a Volunteer formed peer education programs in secondary schools, where young people were trained in providing support to their peers in matters related to sexuality, HIV/AIDS, and other youth issues.

The first step in working with youth is to find them. Some young men and women may seek you out, curious and eager to get to know someone from outside their community and culture. It is also easy to find young people by spending time in schools. Your primary project may put you in touch with a specific population of young people. These are good places to start. We also urge you to reach out broadly and get to know a diverse group of young people. Look for youth in intergenerational contexts such as family and religious gatherings and community organizations. Also, be sure to look for youth who may be less visible. To find some young women and men, you may need to go through youth homes or camps, soup kitchens, health clinics, or NGOs that do outreach to specific populations.

To begin this section we share with you introductory information about some of the groups of youth you may encounter and the challenges they face; we offer ideas for activities that might benefit them. This is by no means a com-

plete list, nor does it reflect the variety within each group. It is gleaned from the work of other Volunteers and youth development professionals to help you get started.

A. IN-SCHOOL YOUTH

As Volunteers, many of you work in or in association with schools. By reaching out to youth in schools, you will quickly find a "captive audience." You may also find, as others have, that young people in school are generally very willing to take direction and tend to have positive relationships with adults. On nearly a daily basis, in-school youth see teachers, principals, headmasters, school counselors, and other students who may play supportive roles in their lives. In-school youth represent a range of academic and achievement abilities and motivations, including children with learning disabilities. The spectrum ranges from children who are on a track to higher education to those who may leave school before graduation for academic, social, or economic reasons. An important characteristic of the day for all in-school youth is that they have structured time in a learning environment.

One project I enjoyed was a community forestry project with an elementary school. After months of giving classes on how to maintain tree nurseries and the importance of reforestation, the teacher organized a planting day. Going house to house in their rural village, the group of students read a few sentences to the owners of houses asking them to come for their new tree. Seeing the kids talk about the importance of trees, with some of the groups led by the normally shy kids, made me feel I made a small contribution to their learning.

— Environment Volunteer, Honduras

Another category of in-school youth is those who are in alternative learning institutions, such as vocational schools and apprenticeship programs. While these youth in particular share many of the above characteristics with their academic peers, the types of support and encouragement that they receive focus on acquiring skills and readying themselves for the world of work.

If you are a Volunteer who works primarily as a teacher, we hope that you will consult this manual for ideas about how to broaden your experiences with young people in informal, out-of-classroom settings and that you will encourage your colleagues to do the same.

Gender Analysis[1]

Whether a young person is male or female will have a significant impact on the messages he or she receives, community and family expectations, the resources available to him or her, and his or her participation in the traditions and activities of the community. Asking the questions below will help you find out more about the gender environment in your host community:

- **Gender Roles** — What does this community see as appropriate roles, responsibilities, behavior, and dress for men, women, boys, and girls?
- **Division of Labor** — How does gender affect who does what in the household, the community, and the workplace?
- **Access** — Do men, women, boys, and girls have the same access to opportunities, facilities, organizations, information, benefits, and other resources?
- **Power Relationships** — How does gender influence who has power over, power with, power to, and power within? Who has decision-making power?
- **Gender Needs** — Given answers to the above questions, what are the practical and strategic gender needs in this community? Addressing **practical gender needs** makes one's gender role easier. For example, providing water sources closer to the home eases the workload of women and girls. Addressing **strategic gender needs** can alter gender roles. Increasing access to education for girls postpones their marriage age and the age at which they have their first child.
- Does social class, socioeconomic status, ethnicity, or religion change any of the above?

As you learn more about gender roles in your community be attuned to any information about how *you* should relate to young men and women in your community. Find out, for example, if it is acceptable for a male Volunteer to meet alone with a young woman, even if they are discussing business. How might adults in the community feel if a female Volunteer invited a young man to join her in visiting a project in another town? Take guidance from Peace Corps staff, your Counterparts, and other local adults on these topics.

The Youth at Risk project in Jamaica addressed male marginalization by focusing more on adolescent reproductive health and educational opportunities for boys and young men.

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A youth Volunteer in Ecuador noticed that a foundation's effort to provide opportunities for working children to play sports resulted in fields filled with young boys playing soccer and basketball. There was not one girl on the field. The Volunteer found an employee of the foundation to work together to recruit coaches for a new girls' team. They went house-to-house to recruit the girls and found the parents very hesitant, explaining that the girls had lots of work in the house and many of them had jobs as well. The Volunteer and Counterpart kept explaining the benefits of sports and kept the effort up. Little by little girls would start showing up. In addition to recruiting, the Volunteers organized fundraisers and received donations of shoes, balls, and uniforms. Thirty-five primarily working girls got involved. They also participated in communications, self-esteem, and sex education workshops and many received scholarships to continue their schooling. The parents' attitudes changed. Instead of pushing the girls to work, the girls are pushed to play. On top of it, the parents participated in some of the same workshops their daughters attended.

B. OUT-OF-SCHOOL YOUTH

Increasingly, Volunteers may find themselves working with youth who are not attending school. There is a wide spectrum of out-of-school and out-of-work youth. They may be primarily at home helping out with the daily tasks of the household. They may use the house as a sleeping location and spend their days visiting friends, playing games or sports, talking, and socializing. They may do small low-skilled jobs for immediate cash needs or find someone to teach them a skill in exchange for their labor.

Other groupings of out-of-school youth include youth who are considered to be living in difficult circumstances. They include youth with disabilities and youth who work long hours in factories or as domestic workers. They may have lived through war, other violent conflict, or serious economic hardship and may be working and/or living on the streets with little or no contact with their families or other regular sources of support. They may have fled their homes and may be living in a camp for refugees or displaced people. They may be living with HIV or may have lost family members to AIDS. These groups are described in the following pages.

Out-of-school youth differ from the in-school youth in several ways. Differences include: more unstructured time, fewer adults providing support and encouragement in a learning environment, more vulnerability to physical and emotional abuse, and more exposure to daily pressures of meeting basic human needs.

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In some situations, it is important to create programs specifically for out-of-school, out-of-work youth and those youth who are living in difficult circumstances. It is equally crucial to look for ways to include them in activities and projects designed for all young people in their communities. Though specialized services may sometimes be required, Volunteers supporting youth in difficult circumstances should look for ways to integrate them into youth activities in the wider community whenever possible.

Reactions to Difficult Circumstances

Young people who face difficult circumstances, whether it is a physical challenge, social marginalization, displacement, or a traumatic experience, have a variety of behavioral responses. They may experience depression and sadness. Some feel constantly afraid. Many find themselves unable to get violent and traumatic experiences out of their thoughts and dreams. Others become ill or tired and lose their appetites. They may experience restlessness and difficulty concentrating. They may be easily angered, and may lose their trust in others and their confidence in themselves.[2] They may treat other youth or adults with hostility or even violence.[3]

Children and young people can also show tremendous resilience in the face of violence, trauma, severe economic hardship, and disability. Some may be strong by nature. Others may gain strength when, encouraged by social and cultural expectations, they take on caretaker and provider roles when adults can't. Adults working with youth in difficult circumstances can help them develop resiliency by highlighting their strengths and supporting them as they seek to meet the challenges in their lives. There is evidence to suggest that youth who use critical thinking skills and try actively to overcome adversity by attempting to solve problems, regulate their emotions, protect their self-esteem, and manage their relationships fare better in the end than those who don't, even when faced with very challenging situations.

Working with youth in difficult circumstances requires honoring their strengths and looking for ways to build healthy one-on-one relationships between them and other members of their communities. Many young men and women show great resilience in meeting the challenges they face. It is vital to recognize their capacities by providing them with appropriate space and opportunity to take charge of their lives and develop healthy coping skills for their present and future.[4,5]

Drawn from the work and comments of
Naomi Richman, Diana Pereira, Mark Lorey, Jo Boyden, and Jay Boll.

C. DIFFERENTLY ABLED YOUTH

One need not be an expert on disability to work with youth with disabilities. In fact, they should be included alongside other young men and women in the planning, implementation, and evaluation of any activity for youth. The biggest challenges to working with people with disabilities can be one's own fears and the attitudes of the surrounding community.

Volunteers in St. Lucia who worked with students with disabilities developed an assessment-screening tool to identify kindergarten and grade one level students with learning difficulties.

PC/Jamaica Volunteers' work with challenged and special populations included improving the quality of early education for hearing-impaired students and strengthening a sports program for athletes using wheelchairs. PC/Jamaica and PC/Belize included efforts to assist their national Special Olympics teams. A PC/Micronesia project also reached people with disabilities with stretching, weight training, and tennis. In Tonga, a Volunteer's introduction of sign language helped a family communicate with a young person in the family for the first time ever. In Grenada, Volunteers regularly brought special needs youth to a village shop for a snack and to hang out ("lime") and interact with members of the community so as to give exposure and raise awareness.

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Including Deaf Girls and Women in "Take Our Daughters to Work Day"

In September 2000, Peace Corps/Kenya included deaf girls and deaf host mothers in "Take Our Daughters to Work Day" for the first time. Deaf Volunteers and other Volunteers in the deaf education sector nominated deaf girls from their schools. They invited them to submit application essays to the Gender and Development Committee. Four of them qualified, and we matched them up with four deaf host mothers. Fortunately, I am a sign language interpreter and we identified one more to help interpret proceedings during the event. The deaf students and deaf host mothers participated equally in the activities because they had equal access to information in their natural language, which is Kenya Sign Language.

The results of this event were eye-opening. Because deafness is considered a taboo or curse, the deaf students from the villages were surprised to learn that their deaf host moms had white-collar careers and successful families. In sharing their plans after the event, the students expressed a desire to be just as successful. They realized they have alternative career options that can make their services both valuable and marketable.

Many hearing participants in the event were exposed to deaf people and their language for the first time. They learned that there is no international sign language and there are as many sign languages as there are spoken languages. They were taught basic signs by playing the "broken telephone" game in which a message was passed using signs from one participant to the other. Participants were shocked to learn that less than five percent of the deaf population in Kenya has attained secondary education and the majority of deaf men and women are semiliterate. They strongly expressed the need for revision of the curriculum of deaf students to enable all to achieve their full potential. One hearing host mom, a court magistrate by profession, was interested to learn that there are interpreters in Kenya who can help break the communication barrier between the deaf and the hearing. As a result, she requested information on how to get in touch with interpreters to assist deaf people in court.

— Peace Corps Program Assistant, Kenya

Special Olympics

NGO Volunteers in Lithuania designed and delivered training seminars on fundraising, grant proposal writing, working with Volunteers, and better communication for Special Olympics staff and Volunteers in Vilnius. In addition, Volunteers assisted with preparation of the Annual Special Olympics Games in Lithuania through press releases, marketing materials, fundraising, and help during competitions. More than 1,000 mentally handicapped athletes participated in the games in one year.

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You may need to look hard to find youth with physical or cognitive disabilities because they are often a source of shame for their families. Many don't attend school and are hidden away in their homes. They may also live or work in the street and share some characteristics with able-bodied young people in these groups. Outreach efforts can include asking one person with a disability about the location of others as well as inquiring at local health centers and community-based rehabilitation programs, where available.[6]

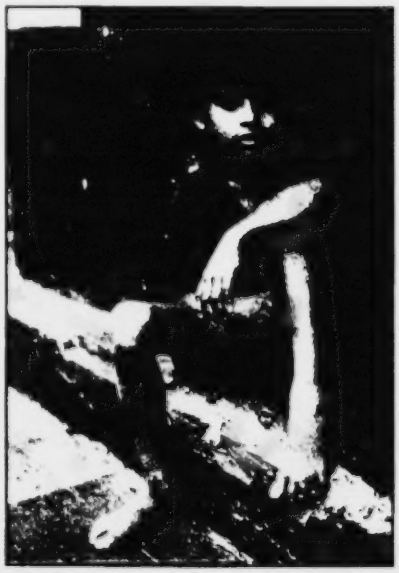
People with disabilities are the best experts on what they need. Ask them what will encourage them to participate. Adaptations will vary with the disability. For example, anyone involved in building schools, health or community centers, and playgrounds should be sure to make these facilities accessible to those with impaired mobility. (It takes the same amount of cement to build steps as it does to build a ramp!) To participate in meetings and activities some youth may need to bring a companion who can facilitate communication with them or help them to participate in other ways.[7]

In Costa Rica, Volunteers engaged foster parents in parenting workshops. Significant gains were reported in new efforts to broaden and systemize the Program for Street Children. The children received educational mentoring, recreational opportunities, vocational training, and mental health and legal child advocacy services.

D. STREET CHILDREN AND YOUTH

In many cities children and young men and women work regularly in the street, usually selling small items, delivering packages, watching cars, collecting cans, bottles, and rags, shining shoes, begging or stealing, or exchanging sex for money, material goods, or protection. The risk of contracting HIV is particularly high for this population, especially for young women.

Many of these children are still connected with families whose economic survival depends, in part, on the money they earn. In other cases, family ties have been severed by illness, death, abuse, violent conflicts, or severe economic hardship or abandonment. It is important to look for ways to integrate them into the community by helping them to reestablish or strengthen their connections to their biological families (when possible and appropriate) or to others in their communities.



A significant challenge in working with street youth lies in addressing the negative attitudes toward them. They are often a source of embarrassment and fear because of their negative coping mechanisms. In communities torn apart by violence, AIDS, or overpopulation, people may take out their frus-

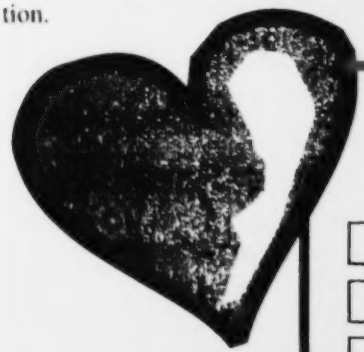
trations on street children. They may not know how to begin addressing their serious issues and may ignore, avoid, or isolate them out of prejudice, fear, or ignorance, or they may just see them as "part of the problem." Much of the work you do with street youth may be informal. It may be in the respectful way you relate to them as you walk through the neighborhood that helps them feel better about themselves. It may be in the role modeling you do for others in the community.

Street youth have highly developed survival skills. They can be receptive to and benefit greatly from small-scale income generation activities designed to teach basic business practices[8] and skills for independent living. Non-formal and peer education activities work well with this population given that the youth often resist participation in formal schooling. They may be embarrassed by their lack of education and may not have been welcome in schools in the past. Volunteer efforts can help street children and youth develop basic literacy and numeracy skills and provide them with essential health education.

Sometimes the Volunteers need to start work with existing youth groups in a community; only after gaining better skills are they then able to begin outreach activities aimed at more 'at-risk' youth. Volunteer language skills need to be very good to understand the difficult circumstances and the subculture where they live.

— Youth APCD, Paraguay

West Russia Volunteers, in collaboration with a NGO, organized homeless children to produce blankets for homeless elderly people. Over 700 blankets and 300 scarves were made and distributed over a two-year period.



Ways to Show Kids You Care...[9]

- ☐ Acknowledge them
- ☐ Learn their names
- ☐ Ask them about themselves
- ☐ Listen to them
- ☐ Play with them

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Street youth may be slow to trust adults and will test those who offer health, education, and social services. Some may treat other youth or adults with hostility or even violence. Developing respectful relationships will take time. Successful interventions have been made in some places to begin changing attitudes of the police and the public about street children and youth.[10] If you decide to work with street children and youth, it is critical to work with Counterparts and other local adults who know the culture well and will be around for the youth after you leave your post.

E. WORKING YOUTH

Ecuador Volunteers worked with the National Institute for the Child and Family to improve planning and budgeting for their Working Children Project. The project also included a substantive outreach effort to parents about children's rights and the negative effects of child labor. Volunteers also built contacts with national and international organizations to ensure donations of books, clothing, and funding for a foster home program.

In many countries, families facing economic hardship may send young family members to earn income by working full time in factories or in private homes as domestic workers.[11] These young people are contributing to their family's current needs; however, forgoing formal education or skills training translates into fewer economic options and higher risks that are associated with marginal literacy in most parts of the world. In addition, the young people are usually poorly paid and often work in dangerous and unsanitary conditions.

Young men and women working in the formal or informal economy can benefit from recreational and non-formal education activities that are geared to their schedules, locations, and needs. These may be located at drop-in centers that also provide health and social services to youth and their families.[12] Including young people and their parents or guardians, when possible, in the planning and ongoing evaluation of these activities and services will ensure that Volunteer efforts are truly helpful and appropriate.

F. REFUGEES AND INTERNALLY DISPLACED YOUTH

Whether they have moved within their own countries or crossed national borders, young men and women fleeing conflict or severe economic hardship may end up in a camp that is supported by local or international relief agencies. (When no family support or organized services exist, they may become street youth.)

Refugee and internally displaced youth in camps are often, at least initially, very receptive to education and recreation activities provided in these settings. In addition to building skills, these activities help normalize life, promote social integration, encourage a sense of hope, help promote recovery from psychosocial distress, and provide an alternative to worrying about family and friends.

Giving youth in camps meaningful roles in designing and implementing activities and programs will increase the likelihood that these programs meet their needs. Young people are thus more likely to remain committed to the activities instead of leaving the camp or turning to negative coping mechanisms such as unhealthy relationships, drinking, or drug use.[13]

G. ORPHANED YOUTH

Extended family members or other community members may care for a child whose parents or guardians have died. Some orphaned children may live and work in city streets. Others may live in institutions. In some countries, institutions known as "orphanages" also serve as homes for children whose parents are alive but temporarily or permanently unable to care for them. The adult-to-youth ratios in these institutions are often high and overworked staff may have little or no time to provide individualized attention to those who live there. These facilities are expensive and ineffective ways of addressing poverty because they tend to create dependence and isolate children from their community, their culture, their traditions, and other opportunities to develop basic life skills.[14]

Volunteers in Costa Rica worked in an environment where refugees from different parts of Central America were settled. Costa Rica and Nicaragua Volunteers jointly organized workshops on post-traumatic stress for their counterparts and professionals working with youth who have experienced traumatic situations.

Volunteers in communities that have orphanages have worked to create activities that connect orphaned children to their communities. They have created "buddy" programs, camps, and clubs that include both the children in the institutions and those in the community. These kinds of activities can help dispel myths and stereotypes about orphaned children and help provide much needed one-on-one contact.

The AIDS epidemic has increased the number of orphaned children and youth worldwide. In areas where infection rates are high, and where extended family structures that have traditionally taken in orphaned children are collapsing, these children and young people are vulnerable to infection themselves. They may be subject to sexual abuse or be forced to trade sex to meet their basic needs for food, clothing, and shelter. It is particularly important for outreach and prevention efforts to target this population.

In communities where many adults have died from AIDS, war, or other causes, youth can play a crucial role in helping those left behind. As a Volunteer in such an area, you can look for ways to help youth contribute through service and leadership. Young men and women can assist with the care of vulnerable children in their own families or those of neighbors. They can tutor and mentor younger children, assist teachers in local primary schools, and help organize and lead recreation activities for children in the community. They can assist with the home-based care of ill adults and help vulnerable families with basic household tasks.[15]

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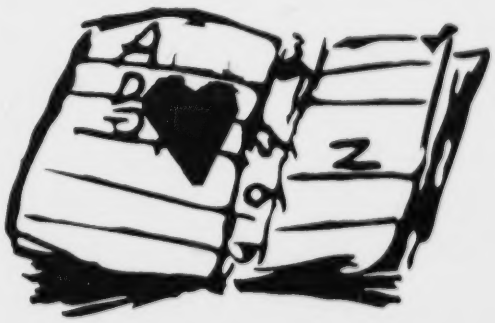
These activities can help youth gain valuable skills and help address the high adult death rates in AIDS-affected areas. Equally important, they can improve their sense of self-esteem and control over their lives. By acting to assist others, they can also overcome feelings of powerlessness and victimization. In AIDS-affected areas, involvement with people living with AIDS or the children they leave behind can be a powerful way for youth to learn firsthand about the consequences of unsafe behaviors. Involvement can also help build the understanding and solidarity needed to overcome the stigma associated with AIDS.[16]

Peace Corps/Ecuador Volunteers observed that because of their life skills program "orphaned girls practiced better hygiene and demonstrated behavior improvements doing activities such as cooking, art projects, and other activities in small groups."

A Malawi Volunteer helped his community create a system whereby schools will be taking care of the AIDS orphans in their communities. Community-based child care schools are now established by the orphan team and more areas have been identified. The social welfare office trains three volunteer teachers from each school.

Memory Boxes

In some areas, young people have helped terminally ill parents prepare "memory boxes" or "memory books" for their children. They have assisted these parents in recording family history for their children using stories, poems, drawings, and other items. The boxes/books give parents a way to discuss their approaching death with their children, as well as give children a lasting legacy from their parents.



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CREATING CREDIBILITY, ADDRESSING SUSTAINABILITY, AND BUILDING CAPACITY

CREDIBILITY: UNDERSTANDING YOUR COMMUNITY'S YOUTH ENVIRONMENT

Creating credibility is one of the principal tasks of community entry. This includes showing members of the community that you have integrity, communication skills, language, cultural knowledge, and skills and abilities they value. Even if your Project Plan includes a youth component and provides you with an organizational base, creating credibility is a highly personal act of relationship building. If your work with young people is a new component of your primary project, or you are doing it in addition to your primary project, there are numerous ways to begin building relationships with youth. Get to know the young people in a family you live with or near, or the children of friends or co-workers. Play sports. Sing. Do art. Ask someone to teach you a local game. Volunteer to tutor some students at the local school. Do the things you like to do and notice the young men and women who are interested. Who is running alongside you? Who is curious about your music? Who wants to read your books and magazines? Remember that it is sometimes the small gestures, repeated consistently, that have the biggest impact.[17]

Start out by getting to know young people, really understanding the culture they come from and the future they look towards... become their friend... smile lots and be patient...get to know their parents.

— A Volunteer in Honduras

As you get to know individual young people and local adults, you can gather information about the youth environment in your culture. Be sure to consult the "Assessment Tools" in "Part Three: Tools, Techniques, and Games" of this handbook for suggestions about how to gather information. "The Community Map," "Observation," and "Informal Interviews" (p. 89, 85, and 87) may be particularly useful to you.

Keep a record of your observations, the information you gather, as well as your reflections and questions. You can use a bound journal or a simple notebook. This can help you inform and manage your actions and planning. It also can assist you in completing reports you routinely submit to your APCD.

Learning About the Youth Environment

Every culture has mechanisms or processes for helping young people develop values, skills, and competencies as they move from the status of "youth" to "adult." These range from formal structures such as schools to informal processes such as folk wisdom and peer group interactions. Consider the questions below as you begin to learn about the youth environment in your community:[18]

Family/Cultural Traditions

In gathering information about family and cultural traditions, be sure to consider:

- Traditional coming of age and rites of passage ceremonies that signal the change in status from child to youth and youth to adulthood and that send the message "now you are a man/woman."
- Folk wisdom, stories, and legends in which folk heroes and heroines represent values held by the community; family legends that address community values and skill areas.
- Roles and responsibilities of youth within the family structure and the skills their position develops; parents or guardians and other adults serving as role models to help transmit values and teach social skills.
- Religious institutions and traditions that help transmit cultural values and may include rites of passage signaling a change in status.

Education/Employment

Look for formal and non-formal educational processes that contribute to positive youth development:

- Formal education/apprenticeships where youth learn academic and vocational skills, the rules of work and society, and what is expected of them as adults. These might include mentoring or internships.
- Life skills education camps, clubs, or classes in which youth learn the practical skills (budgeting, homemaking, problem solving, communication, and farming) for successfully managing independent living as an adult.
- Youth employment/entrepreneurship activities in which young men and women learn about the economic culture, expectations, roles, responsibilities, and rules by participating in the local economy through income generation activities.

Peer Group/Social Activities

Look for social activities that can contribute to youth development:

- Recreation activities including sports, arts, crafts, games, and hobbies and other leisure time activities with some learning component and skills enhancement. These can help adolescents learn teamwork and build self-confidence and self-concept.
- Service learning, community volunteerism, and leadership activities that provide opportunities for young people to take on meaningful roles in family and community. These also help youth develop skills, learn community values, and prepare for the responsibilities of adult life.
- Peer group and peer influences: clubs, friends, and role models teach values and social skills.

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Journaling

Journaling, or the act of writing and collecting details of one's life and work, can be a helpful way to bring focus and reflection into your work with youth as well as your daily life. Journals can be large, medium, or small sheets of lined or unlined paper. They can be bound, looseleaf, in a single volume, or subdivided into sections. When writing, be sure to leave some white space for notes and commentary when you reread the page later.

Some journal sections can be creative right-brain jottings, ideas, and sketches. Other pages will contain narrative from left-brain "mind flows." You can use your journal to record the details of your observations and interactions and review them periodically for reference and planning.

Some things to record:

- Full names of people
- Observations and information about key meetings or exchanges from life and work
- Individual and family profiles
- Descriptions
- Formal and informal relationships
- Associations
- Activity settings
- Recipes
- Rituals
- Events
- Numbers
- Lists of ideas
- Quotations
- Folk stories and tales
- Rules of local games
- Feelings and emotions
- Descriptions of physical health and wellness
- Mementos
- Jokes
- Sketches
- Maps
- Reflections and internal dialogues
- Plans
- Predictions
- Evaluations
- Brochures
- Photos
- Community meeting programs
- News clippings

Or consider filling your journal pages with responses to prompts, a short list of standard questions or topics you think are important to ask regularly of yourself such as:

- Today's date
- Day of the week
- Season/weather
- Physical, mental/emotional state
- Where I spent most of the day
- Other places I went
- Reading, listening to, watching, wearing
- Eating/drinking
- Wishing, remembering
- Talked to, accomplished, learned
- Idea brainstorms on youth activities
- Planning
- Questions I still have
- Opportunities I can help create

Whatever system you use, be sure to reread what you have written periodically to refresh your memory and reflect on the information you have gathered.

Volunteers and staff in Samoa assisted the Ministry of Youth, Sports and Culture to formulate the official youth policy for the country by helping to plan and coordinate meetings. Volunteers also played an important role in presenting the draft policy to the public and to youth in particular.

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SUSTAINABILITY: CHALLENGES AND RESPONSES

Development work is said to be "sustainable" when the community is able to continue on its own without outside support. The Peace Corps sees sustainable development as a process whereby people learn to build on their own strengths, take charge of their lives, and address their expressed needs. Planning for sustainability requires considering all of the following:

- **Culturally sustainable:** Does the project design fit within and build on local beliefs and traditions, or will it be seen as an "outsider's idea" and not be acceptable or continued when you (i.e., the Volunteer) leave?
- **Politically sustainable:** When there is no longer an outsider in the project, will it be sustainable within the sociopolitical context?
- **Economically sustainable:** Will there be sufficient local resources, or the capacity to generate them when you or other supportive outsiders leave?
- **Managerially sustainable:** Will there be the local management capacity to carry on the work when you leave?
- **Environmentally sustainable:** As the project grows, will the environment be able to support the continued use of resources?

A Jamaica Volunteer assisted in developing a management plan for a community life skills education project. After the activity was fully assumed by the Counterpart, it became a registered non-governmental organization.

By addressing these questions at the outset of the planning process, you and the community will be more likely to create a meaningful project that has the impact you both desire. When you are working closely with Counterparts and supervisors and are receiving guidance from program managers, there is greater likelihood that the activities will be appropriate and sustainable.

In the long term, it has been said that development is not sustainable unless it involves youth, as they are the investment in the future. Nevertheless, when dealing with youth activities and small projects, special challenges emerge.

Some challenges and ideas for responses:

- Adults often undervalue youth's contributions and abilities.

  Response: Do some projects that are public. Focus attention on achievement and celebrate success.

- Adults dominate discussion, meetings, and planning with youth.

  Response: Coach and prepare both youth and adults to work with each other through raising awareness and building communication and understanding among them.

- Youth's access to financial resources is limited.

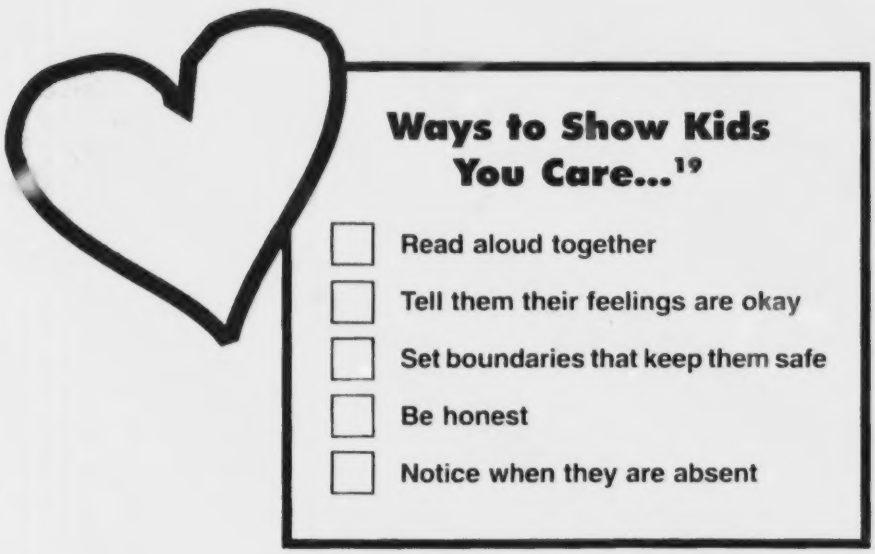
  Response: Treat almost every activity as a demonstration project to adults with resources or access to resources. These include people who work in government agencies, religious organizations, non-governmental organizations, or community organizations. Teach youth how to write proposals and conduct fundraising events.

- Many youth prefer to experiment with their participation and move from activity to activity more frequently than adults.

  Response: Duties should be well defined and for short duration with options to continue involvement in other areas as long as the interest and participation levels remain high. Assign two young people per position and have co-planners, co-secretaries, co-treasurers.

- The activity the youth wish to do is probably not replicable because of cost or the existence of unique talents or people.

  Response: Enhanced relationships or exceptional learning opportunities are often good outcomes from activities. Where appropriate, celebrate these outcomes.


Ways to Show Kids You Care...[19]
Read aloud together
Tell them their feelings are okay
Set boundaries that keep them safe
Be honest
Notice when they are absent

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BUILDING CAPACITY

Keep in mind the Peace Corps capacity building approach to community development as you think about the roles you take on with young people. This approach focuses on helping people develop the capacity to improve their own lives. Building in young people the confidence and skills to make a difference in their communities is an important investment in the future of these communities. This can be done at various levels:

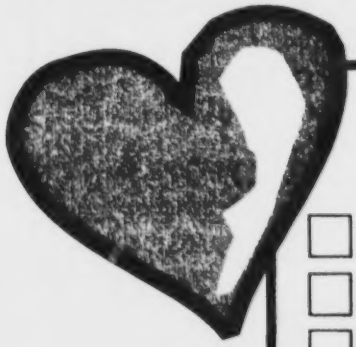
- **Individual members of the community, project participants:** Much of your work will be at the individual level. The activities in this manual describe many different ways in which Volunteers have helped build capacity in the young men and women they engage in these endeavors.

- **Professionals, service providers:** Involving Counterparts and other local adults in the planning, implementation, and evaluation of activities with youth or helping them to involve youth in activities that have not previously included young people helps develop capacity among professionals, service providers, and those who will continue the work when you leave your post.

- **Organizations:** You may also find that you can strengthen organizations' management techniques by helping both youth serving and other organizations develop systems that encourage youth participation in their projects and programs.

- **Communities:** Any time you involve youth in an activity that benefits the community, you are broadening the base of participation and building capacity for youth development in the wider community.

> *Keep a comfortable balance between being a leader and being a friend. If authority is lost, the children will lose respect or interest. We are in a unique role. We can be their friends, their teachers, and their role models.*
>
> — Peace Corps Volunteer, Morocco



Ways to Show Kids You Care...[20]

- ☐ Give them space when they need it
- ☐ Discuss their dreams and nightmares
- ☐ Answer their questions
- ☐ Apologize when you've done something wrong
- ☐ Keep the promises you make

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VOLUNTEER ROLES

As a Volunteer, you will take on various capacity building roles in your work. You will be a **learner, trainer, co-facilitator, change agent, project co-planner,** or **mentor**. For more specific information on the knowledge, skills, and attitudes required for each of these roles, consult **The Roles of the Volunteer in Development**.[21] The pages that follow will provide you with some specific information to consider about your roles in relation to youth, beginning with guidance on communicating with youth, parents, and guardians. Three roles are described: the **Volunteer as Mentor**, as **Youth Promoter**, and as **Community Youth Developer**.

COMMUNICATING WITH YOUTH[22]

Improving your interpersonal communication skills will help you build relationships with the young people in your community and with adults too! Good skills in this area allow you to show young people you respect them even when you disagree. The skills described below can be useful when gathering information about youth activities in your community, helpful when coaching young people as they take on leadership roles in their schools and communities, and a source of guidance as you support a young man or woman who comes to you for advice.

When working with young people, it can be tempting to give advice and solve problems for them. Unless there is great urgency or you have specific information that they could not find independently, it is more helpful and empowering to coach them as they meet challenges themselves. Keep these guidelines in mind when communicating with youth:

> ***Even if it doesn't seem like you are doing much, your presence is important. Being consistent allows you to build a stronger relationship...especially important if you want to discuss sensitive topics.***
>
> **— Volunteers in Ghana**

▶ **Be genuine.**
Be relaxed and respectful and share your interests with them. Be careful not to adopt the styles and language of youth just to try to relate to them. Young people will sense your lack of sincerity and most won't appreciate it.

▶ **Remember that little things matter.**
Greet young people. Get to know them. Learn their names. Invite a young person you know to join you for an outing. Consult the tips sprinkled throughout this book to show them you care.

▶ **Watch your non-verbal messages.**
Young people may be reluctant to speak with an adult. They may be shy or unsure that you want to listen and that they have the right to speak. Put them at ease using culturally appropriate eye contact and body language. Encourage them to speak by remaining silent for a few seconds when you would otherwise respond, and by making short encouraging sounds or remarks such as "Hmmm," "I see," or "Interesting."

▶ Turn off distractions and listen.

Listening involves "turning off" your own background conversation. Develop your awareness of the voice inside that is agreeing, disagreeing, judging, or problem solving. This will allow you to hear what young people are saying more fully whether they are telling you about a football game or expressing concerns they have. If a young person approaches you to discuss a sensitive topic, try to determine whether you should stop what you are doing and focus completely on him or her. This can send the important message that he or she deserves your full attention. On the other hand, it might make you both more comfortable to do something together while you talk.

▶ Ask questions with care.

When you do ask questions, try to use open-ended ones that require more than a short answer. They will encourage the young man or woman to speak. To avoid sounding like you are interrogating, be careful not to ask more than two questions in a row, particularly when you are discussing sensitive issues. (See "Asking Questions" on p. 86 for more on this topic.)

"Tell youth things about yourself. They really like that!"

— A Volunteer in Nicaragua

▶ Paraphrase cautiously.

Sometimes paraphrasing, or repeating back what another person has said using your own words, can help communication. It can convey that you are listening carefully and may allow the other person to correct any misunderstandings. You can use phrases such as "What I am hearing is...," or "How I understand what you meant is...is this what you mean?" Be sure to use this technique with care when communicating in cross-cultural settings. Misinterpretations can occur, especially when you are a non-native speaker of the language and new to the culture. Remember also that it is inappropriate for young people to "correct" adults in many cultures and that it may be impolite to tell a visitor that he or she has made a mistake.

▶ Avoid giving advice, but do share information.

Sharing information is different from giving advice. Sharing information means presenting material in such a way that a young man or woman can decide whether or not to use it. Giving advice, on the other hand, means presenting information as something that *should* be used. Remember that many interactions provide opportunities to help youth develop their analytical and problem-solving skills, leading them to find their own answers. It is fine to share your ideas and experiences as options and point to how they connect to ideas and experiences the young person has already shared with you.

What to Do About Crushes[23]

A "crush" is a romantic feeling a youth can have for another youth or adult. Because of the difference in age and the position of power your role as a Volunteer represents, it is never appropriate for you to have an intimate relationship with a young person. Even if you act appropriately, by working with youth, you are susceptible to admiration that goes deeper than it should. Here is how to handle being "crushed":

1. Don't blow the crush out of proportion. It's a normal part of adolescence and is simply a sign of your importance in young people's lives.
2. Affirm the teenager. Kids need affirmation, and a crush is one way of asking for it. Be careful, however, not to encourage romantic ideas.
3. Use the crush as an opportunity to build friendship with the young person. Prove that you'll still be important in his or her life even when the romantic feelings are gone.
4. Don't put yourself in compromising situations. Tell a local adult and the parent or guardian about the suspected crush to protect yourself.

COMMUNICATING WITH PARENTS OR GUARDIANS

Regardless of the nature of your relationship with a young person, it is critical to work closely with parents or guardians and other local adults as you build relationships with, and create activities for, young people. Doing so will increase the likelihood that your work with youth will be appropriate to the needs, interests, and culture of the community and that it will be sustainable. Friendship with adults from another culture can provide young people with an alternative lens on their world at an important time in their lives. Their relationship with you should never be at the expense of good relationships with their parents, guardians, or other local adults. If you have concerns about a relationship between a child and his or her parents or guardians, share your concerns with a local adult you trust to help you decide what to do. Community support mecha-

> ***Give specific supportive feedback to young people about their strengths and point out ways in which their behavior makes a difference. Be positive, but in a specific way. It's better to say 'I like the way you colored that flower,' or 'You used a lot of colors in the flowers,' than 'That's pretty.' If you must criticize, criticize the action, not the person. Say something like 'Don't go through the trash. It can make you sick,' instead of 'Little Piggy!'***
>
> **— A Volunteer in Nicaragua**

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nisms should be developed to, whenever possible, help parents or guardians help their children.[24] Young people typically report a desire for guidance, resources, and role modeling from their parents or guardians as they develop their own leadership skills.[25] Healthy relationships with other adults in the community can enhance young people's relationships with their own parents.[26] As a Peace Corps staff member notes:

> *Youth are very fragile and open to "change material".... Volunteers should [help them] build new values based on those that exist, not destroy the old ones, and instill new ones that will not be supported by parents and other adults....Youth should be taught to communicate assertively with as many adults from their community as possible. They should be taught to state ...their concerns, problems, and challenges, as well as their ideas, plans, and victories. Volunteers should...interact with the community adult population...When the Volunteer leaves he or she should leave parents and children willing to learn about each other and willing to support each other.*
>
> — Peace Corps Program Manager, Moldova

"Do house visits ... to create a more comfortable atmosphere in which parents can tell the Volunteer how they feel."

— A Volunteer in Ecuador

Be sure to use the community observations, interactions, and interviews you have conducted to understand the relationships between youth and adults in your host community and look for ways to strengthen them.

The communication skills that work with youth (see "Communicating With Youth," p. 25) will also work with their parents or guardians. Here are a few additional tips:

- Describe to parents or guardians the strengths you have observed in their children and invite them to do the same.
- Invite them to tell you about their hopes and aspirations for their children.
- Listen to parents and be respectful of their culture, language, home, and personal space.
- Be clear about your role, what you can and can't do with and for them and their children.

A. THE VOLUNTEER AS MENTOR[27]

As a Volunteer, you may become a mentor to a young person in your community. Mentoring can occur in a variety of settings and have various purposes. Regardless of the specific goals and context, a mentoring relationship is typically a voluntary, one-on-one, friendship-based relationship between two people in which one provides support and encouragement to the other in developing new skills and greater confidence. Mentoring can be focused on career planning or life skills development. It can be part of a formal program or can be an informal arrangement. You might find yourself mentoring a young person as he or she takes on a leadership role in the community or makes important life decisions.

Successful youth mentors are those who accept and value youth as they are, guide them, share decision making with them, and let youth set the agenda for the relationship.[28] A study of the Big Brothers/Big Sisters program found that the best mentoring programs were those in which young people had "friendly" rather than "preacher-like" relationships with their mentors. Perseverance, consistency, patience, respect, and self-esteem are important qualities in mentors. Good mentors help young people feel confident and competent, assist them in establishing achievable goals, and link them with other adults.[29]

Micronesia Volunteers had a mentoring project directed to high school age youth. The one-to-one pairing between community-based mentors and youth included an average of four meetings per month and frequent telephone conversations. The mentors worked in cooperation to assist the guidance efforts of the parent.

Ways to Show Kids You Care...[30]

- ☐ Display their artwork in your home
- ☐ Be consistent
- ☐ Tell them how proud you are of them
- ☐ Ask them to help you
- ☐ Applaud their successes

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B. THE VOLUNTEER AS YOUTH PROMOTER

Even if your primary Peace Corps project is not in the youth development sector, you can take on the role of youth promoter in your community. As such, you can make a point of considering youth in all the projects in which you are involved, regardless of the sector, and of encouraging local adults to do the same. Ask how your activities will affect the youth in the community. Encourage your Counterparts to consider this question as well.

Look for ways to engage youth and to encourage others to engage them as full contributing partners at all stages of program planning, implementation, monitoring, and evaluation, even in non-youth projects. You and your Counterparts may want to be proactive in selecting specific youth as partners, especially if involving them is a new experience for everyone. Construct selection criteria that are linked to the objectives of the activity and be open about the selection process. Help young people build the skills they need to be successful as partners with adults.

Becoming a youth promoter can also mean helping the young people involved in community projects develop skills that can be transferred to income-generating activities. These might include skills in communication, decision making, project planning, budgeting, teamwork, and conducting meetings. Urge communities and the public and private sectors to help youth gain skills by providing paid and unpaid service. Encourage local adults to provide internships and service learning opportunities to promote "hands-on learning" for young men and women.

Remember that it may be quite new for the adults in your community to be thinking about involving youth in this way. Be patient and helpful in supporting everyone involved in this new experience.

Helping Other Adults Connect With Youth

- ☐ Get to know local adults who are good at relating to youth. Learn from them about culturally appropriate ways for adults and youth to relate. Model this behavior.
- ☐ Look for new ways to connect the men and women with the boys and girls in the community. Who shares common interests? Who might learn well from each other?
- ☐ Invite youth and adults to a social event, a recreational activity, or a meeting together. Consider some "icebreakers" to help them relate to each other comfortably. These can be games or ordinary tasks such as decorating for a party or setting up a room for a meeting.
- ☐ Treat other adults as partners in your goal of involving youth more fully. Don't set yourself up as an "expert" in relating to youth.
- ☐ Don't try to behave or talk like the youth do. This may suggest to other adults that you think this is the best way to relate to youth—it isn't. Young people usually won't like it either.
- ☐ If you see an adult disrespecting or mistreating a young person, seek advice from a supportive local adult before intervening (unless it's an emergency).

C. THE VOLUNTEER AS COMMUNITY YOUTH DEVELOPER

If youth development is the primary focus of your Peace Corps work, your formal role will be that of community youth developer. The skills needed for this kind of work may be different from those of a teacher or others traditionally trained to work with children and adolescents. Adults who take on this role with young men and women have been called "promoters" or "street workers" in some Latin American countries and "animators" in Europe. We use the term "community youth developer." This role is essentially one of facilitator. This does not mean that you should not share your skills and knowledge, but rather that you should do so by listening, supporting, and being a resource to children and youth who are themselves actively identifying issues and finding solutions.[31]

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You may need to build some skills in addition to the youth promotion and mentoring qualities described above. Listed below is a summary of suggested qualifications for this work, developed by a group of youth-serving organizations.[32] Consider this list as you examine which qualities you have already and which you may need to develop.

A Community Youth Developer:

- Is aware of self as youth development worker; has the ability to articulate a personal vision of youth development work, to be reflective, and to seek feedback from colleagues, parents or guardians, and youth
- Cares for youth and families; enjoys youth, believes in the potential and empowerment of all youth and family members, and engages all family members in youth initiatives
- Respects diversity and differences among youth, families, and communities
- Has theoretical knowledge of youth development as well as the ability to relate to youth as individuals
- Sustains relationships that facilitate youth empowerment including challenging youth in a supportive manner, maintaining appropriate boundaries, and involving youth actively and continuously in programs that affect them
- Promotes cohesion and collaboration in youth groups
- Plans and implements events consistent with needs of youth in the context of available resources
- Has skills to be a colleague to staff and host community volunteers
- Can work with community leaders, groups, and citizens on behalf of youth and collaborate with other community agencies and youth-serving organizations.

Tonga youth project Volunteers partnered with the Commonwealth Youth Programme to serve as resident village tutors to youth enrolled in their distance education Certificate in Youth Work course. In one year 40 young people completed the 14-week course.

BASING ACTIVITIES ON SOUND THEORY AND EXPERIENCE

While there are many theories about specific aspects of human development, there is wide agreement on general stages of adolescent development. We begin this section with a brief review of these stages. We then examine a theory that emphasizes starting from strengths and assets as a highly effective approach to working with youth. See the box on this page for a brief description of assets in youth and community development. The Peace Corps' experience in strength-based work and its youth development framework are reviewed. We conclude this section with a review of asset types identified through youth and community research that began in 1989. The underlying theory of this work is simple: the more assets, the better. We provide examples of relevant activities from Peace Corps' work. These theories and experiences are provided to give you a basis for thoughtful project planning and design.

Assets in Youth and Community Development

Assets can be considered in two ways: as an approach to development and as a tool for development.

Asset-Based Approaches: Those who adopt one of the asset-based approaches with youth and communities value the individual, the culture, and the community first. They learn about the dreams, gifts, strengths, capacities, and relationships of the individuals. Some people who use an asset approach begin their community entry by learning about individual and community life as represented in activities in everyday life. Along with this, they identify the strengths and hopes of the community. They engage in a participatory development process that builds on these learnings.[33]

Assets as Tools: Those who work using asset approaches have a variety of assessment, planning, and design tools. One tool is a master list of assets to use when assessing communities and designing projects that will promote positive youth development. (See Youth Development Assets in Your Community in Part Three: Tools, on page 81.) There are also asset-building tools that are systems of recording and connecting capacities of individuals, associations, and institutions in community development. *Appreciative inquiry* is the name for a process of questioning and building on positive experiences and dreams.[34]

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STAGES OF ADOLESCENT DEVELOPMENT

A 10-year-old boy at a camp in Togo pretends to be a cold virus trying to attack before being pushed back by a 12-year-old girl playing the T cell. A 15-year-old out-of-school youth in the Philippines paints "STOP Illegal Logging" on a mural in his community under the watchful eye of a local painter. An 18-year-old Romanian student spends an afternoon with a child from a local orphanage. Each individual described here is at a different point on the continuum called adolescence.

Because adolescence is a stage of life characterized by rapid and dramatic physical, emotional, and social change, being with youth requires careful attention not only to the needs of the young people in a particular host community but also to the sex, age, and maturity level of the participants who will be involved.

"Adolescence" begins roughly at the age of 10 and ends in the early 20s, by which time individuals in most societies have taken on the responsibilities of adulthood. Of course, in some cultures the transition to adulthood happens earlier, especially for girls who become wives and mothers while they are still growing. One's experience of adolescence can vary greatly depending on an individual's sex, gender roles, ethnicity, ability, caste/class, and religion. And in every culture individuals progress through this period of life at varying rates. Making universal statements about how individuals develop through life stages is difficult at best. At worst, it can be inaccurate and lead us to miss important individual and cultural considerations.

With these limitations in mind, it can be helpful to understand some of the developmental changes that occur during this stage of life. Such an understanding can assist in creating programs and more importantly in building relationships with young people that take into account the opportunities and challenges that this age represents. We invite Volunteers to use the information in the table on page 35 and to keep an open mind and a creative attitude about the growing competence of young people and the many possibilities for their participation in community development.

Stages of Adolescent Development[35]

	Early Adolescence	Middle Adolescence	Late Adolescence
Physical Development	• Hormonal changes cause the onset of puberty. • Growth in height and weight. • Reproductive organs develop.	• Growth in height continues. • The body fills out. • Maturation of secondary sex characteristics (breasts and wider hips for girls, facial hair and deeper voices for boys).	• Physical growth is complete. • Additional muscle development may occur.
Cognitive Development	• Most have left behind the "magical" thinking of early childhood, mastered the logical thinking of late childhood, and begun to think in abstract terms. • May take great pride in mastering new skills; can be industrious and energetic.	• Develop the ability to hypothesize and think in abstract terms.	• Can move easily between concrete and abstract thinking. • Have a well-developed ability to reflect on experiences and apply lessons learned to new situations.
Psychosocial Development	• Hormones can contribute to intensifying of positive and negative moods. • Friendships and membership in formal peer groups are important at this stage. These can include clubs, teams, and gangs. • Most will have developed the ability to empathize with others and a sense of belonging to a larger community.	• In cultures that place a strong value on individualism, young people at this stage may feel a conflict between the need to develop their own identity and their desire to fit in. • In some cultures, they may be expected to take on adult roles and responsibilities. Girls may become mothers and/or may have considerable household responsibilities; boys may also take on significant adult tasks such as providing for their families and being involved in physical labor. • This may be a time of formal initiation into adult roles and responsibilities.	• Can manage social situations with well-developed coping and social skills. • In some cultural contexts, youth may have been participating in society as adults for a number of years. In other societies, they may still be focused on exploring what their own unique contributions to society will be.

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Girls in Adolescence

In addition to awareness of cultural differences, anyone working with young people will need to address the different realities that face young women and young men in any culture. A Peace Corps staff member shares the following observations of girls in adolescence based on 18 years of working with young people in West Africa, the Sahel, and Jamaica:

There is a strong tradition of young people being expected/required to take care of their younger siblings and help their mothers with household tasks. It is refreshing to observe this when everyone is helping without any prodding. However, all too often, the burden falls on the girls. In Jamaica, boys may be required to help their fathers on the weekends, but are often free to play soccer or study after school during the week. Some have suggested that the discipline imposed on girls at home actually helps them in their schoolwork. The girls know how to organize things at home and ideas on paper. At one point, the Jamaican Ministry of Education decided to lower the passing mark for boys on the national high school entrance exam to ensure gender parity in secondary schools!

In Africa, although the tradition is similar, the results are very different. The tasks required of many African girls are much more difficult than those for most Jamaican girls. They may get up at dawn to walk a mile or two to fetch water and then put a pot of this water on a charcoal or wood fire to boil for breakfast. There tend to be many more children to take care of. Some girls drop out of school on their own because they cannot cope. Others are forced to drop out by their desperate mothers. Those who remain in school are often simply too tired to do as well as they should.

— Subregional Programming and Training Coordinator, West Africa

Be sure to consult "Gender Analysis" (p. 9) for questions to ask to help you understand the needs, roles, and experiences of boys and girls in your host culture.

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Becoming an Adult

Cultures use different markers to indicate when a young person has moved from youth to adulthood. Whether an individual is ready for adult responsibilities or not, he or she may be considered an adult by virtue of having reached a specific age. Conversely, in some communities, individuals may have reached a particular age, but may not yet be considered adult because they have not completed certain tasks considered important by the culture. Markers of adulthood may include:

- Reaching a particular age
- Menstruating
- Completing formal rites of passage
- Having more responsibilities within the family
- Being married
- Having children
- Getting a job
- Voting
- Losing a parent
- Leaving home
- Having the freedom to make choices/decisions
- Completing formal primary, secondary, or tertiary education

Knowing when a person is considered an adult will help you determine whether an individual is expected to take on adult responsibilities.

Ways to Show Kids You Care...[36]

- ☐ Let them make mistakes
- ☐ Help them learn something new
- ☐ Accept them as they are
- ☐ Become their advocate
- ☐ Trust them

APPROACHES TO YOUTH DEVELOPMENT

So, what does it take for young men and women to progress through the stages of development and grow into competent and caring adults? It is helpful to remember that basic human needs of food, clean water, clothing, shelter, safety, and security have to be met. Like so much of development, these things do not necessarily precede or follow any particular asset but arise out of the complex interactions of people, families, and communities. Some are deliberately pursued and won and some are dividends of increases in financial, material, and human resources, education, and self-confidence. We are not addressing basic human needs. They are important but beyond the scope of ***Working With Youth***.

In this section and in this manual, we focus attention on those assets that are related to building relationships and increasing individual strengths. These are the assets that surround those young men and women who reach adulthood healthy and prepared to become responsible citizens and family members.

Experts in a variety of fields have, in the last 10 to 20 years, been exploring **asset-based (strength-based)** ways of doing individual and community development. This approach emphasizes examining strengths and identifying what **works.** It has been demonstrated in the lab and field that people often live up to the expectations of the outsider coming in to assist them. If an outsider looks for positive aspects, this expectation will be met; if this person looks for negatives, so too will this expectation be met. One group of theorists in this "strength-based school" stresses that the act of asking questions influences the group and the outcomes. Therefore, according to this theory, if the goal is to improve a situation and leave it stronger, one should always start positively. The program manager of the youth project in Tonga noticed a dramatic increase in receptiveness to the Peace Corps by the local people when staff and Volunteers entered a community and started by asking what all the "good stuff" was.

Taking an asset- or strength-based approach does not mean ignoring or denying problems. Youth all over the world face a range of problems that may need to be addressed directly, especially when there is an immediate risk of physical or mental harm.

Building on the strengths of individuals, organizations, and communities can help prevent problems and can help overcome them in combination with specific problem-focused solutions. What does this mean about how we approach the daily task of youth work? Let's say that you are concerned that youth in your host community are becoming involved with drugs. An asset-based way to address this problem might begin by helping young people recognize the gifts they have. You might then encourage them to look for ways to use these gifts, and develop others, in service of their goals and aspirations. You might do this by organizing a life skills workshop as part of your primary project, or by engaging youth in your neighborhood in conversations about their future. Removing obstacles such as drug abuse, if they exist, can become part of your discussions with youth, along with offers of support and referral for those who may need it. In this case, the problem is dealt with as an obstacle to the higher goals of being positively engaged in the pursuit of a positive future.

Other international youth-focused organizations, such as the International Youth Foundation, embrace the focus on asset-based approaches. They have urged those working with young people to move beyond defining them in terms of their problems and academic competence. They have given us the "banner" phrase "Problem free is not fully prepared." They advocate saturating neighborhoods with services, supports, and opportunities to provide young men and women with consistent, caring people; safe, structured, and stimulating places; and a full range of options for training, exploring, and contributing.[37] On the individual level, they stress promoting connectedness, competence, confidence, character, and contribution in young people.

You can learn more about this strength-based approach during your Peace Corps service by participating in the Project Design and Management Workshop.

FAMILY LIFE, WORLD OF WORK, ACTIVE CITIZENSHIP

Peace Corps Volunteers are taught and encouraged to speak in the host country's language, learn about and adopt a positive attitude about the local culture, build relationships, and establish trust. These traits have been part of the Peace Corps' approach to development since the beginning and are very good examples of a strength-based approach to development. The language of assets building for the Peace Corps, used to describe a strength-based technique, was introduced in the mid-1980s in community development training for Volunteers in Micronesia.

Informed from a wide variety of youth activities undertaken by Volunteers over the last decade, a simple positive youth development framework evolved from this purpose statement: To engage and prepare youth for their roles in family life, the world of work, and active citizenship. Over the years, we have learned that the following activities are those that Volunteers can do successfully to make contributions desired by the host country.

Family Life	Activities that involve promoting healthy physical, emotional, and social growth: Wellness activities that include hygiene, nutrition, and sports; training in communication, relationships, decision making, and goal planning skills; prevention of violence, HIV/AIDS, and pregnancies in very young girls
World of Work	Activities that focus on building the skills necessary for participation in the economic life of the family and community: Literacy, numeracy, academic education, art, vocational skills, computer training, self-employment, employability skills training
Active Citizenship	Activities that encourage leadership and responsible citizenship by involving young people in their communities: Environmental action, leadership training, and community service

Ecuador Volunteers held 'child's needs' workshops that focused on the child's right to live at home without abuse and the ways that parents' behavior and actions can affect the self-esteem of the child. This focus allowed participants to discuss and address the difficult topic of domestic violence.

FAMILY LIFE

Helping young people develop into healthy adults begins by providing them with what they need to grow physically, emotionally, and socially. In most cultures, this is the province of the family, more than likely the extended family. As a Volunteer, you can work with local adults to support and encourage what families provide or, when necessary, you can provide activities that supplement the family's efforts.

This youth development area includes promoting basic health and nutrition, promoting participation in sports and other recreational activities, and supporting young people's emotional development through education in "life skills." It also includes the more complex and sensitive issues related to sexual health.

When behavior change is necessary, it involves influencing attitudes and community norms in addition to sharing knowledge and building skills. Working in the area of family life education requires talking with youth, Counterparts, and other local adults to create activities that build on healthy practices in the community and considering advice of other Volunteers and Peace Corps staff who have worked in this arena:[18]

Action Ideas:

1. Work with those who are already responsible for teaching youth values and behaviors and for influencing attitudes, particularly those related to health.

2. Find out if there is a desire for health behavior change in your host community. If so, learn whether local professionals consider the desire healthy. If there are "early adopters,"—youth who practice a "progressive" healthy activity or habit already—build on this.

3. Look for ways to infuse physical and emotional health education into formal structures such as schools, teams, clubs, camps, and cultural and recreational events.

4. Learn about the cultural norms and practices you should take into consideration when addressing health issues with boys and with girls. Determine whether there are areas best left for local adults to address.

5. Education is usually part of the answer to behavior change. Learn what parents and guardians want children to know about sex. If necessary, determine who or what can influence parents on this issue to increase information available to their children.

6. Find out which community members are likely to be most effective in delivering messages about delaying sexual activity, preventing early pregnancy, and protecting against HIV/AIDS and other sexually transmitted diseases (STDs).

7. Learn about how young men and women learn to communicate and interact with each other. Find out what the primary influences are in terms of making life decisions. Look for ways to support those who teach these skills.

8. Explore the kinds of recreational opportunities that are already available for boys and girls. Consider ways you can support those in place or create new ones.

"In a Sports for Youth Project in Belize, Volunteers worked with the Ministry of Health and Sports to promote amateur sports as an alternative alcohol/drug-free education program. Non-competitive/ recreational sports have been a major focus of the project, and to this end, they succeeded in reaching over 20,000 more Belizeans participating in sports programs in one year, including Special Olympics. Volunteers did much to promote Special Olympics in Belize, working with the organization to encourage participation by Belizeans of all ages."

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Ways to Show Kids You Care...[39]

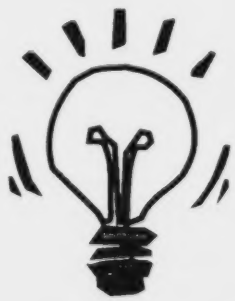
- ☐ Give them lots of compliments
- ☐ Give them your undivided attention
- ☐ Ask for their opinion
- ☐ Let them tell you how they feel
- ☐ Tell them what you expect of them

In Bolivia, a Volunteer helped set up a credit fund for the children of a vocational training center. Her workshops have enabled many youth to start up and adequately manage a microbusiness, in most cases generating an income sufficient to sustain them after leaving the program at age 18. This project and this Volunteer's efforts are spreading to other parts of the country.

WORLD OF WORK

Preparing young people for the world of work involves helping them develop a wide range of knowledge, skills, and attitudes. Whether they live and work in a large city or a small village, youth who develop competencies in the areas listed below will enhance their contribution to the economic life of their family and community and to their own personal growth. Youth development activities that are successful in helping young women and men prepare for participation in the world of work address many of the issues listed below.[40]

Action Ideas:



1. Develop an activity that will assist boys and girls in applying formal learning to real-life work issues and situations.

2. Decide which of the following skills your activity will focus on developing:
   - Literacy—including reading, writing, listening, speaking, and various forms of artistic expression
   - Thinking and problem solving
   - Self-esteem, self-management, and integrity
   - Career development and decision making
   - Interpersonal skills

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- Taking directions, working with others toward common objectives
- Managing resources such as time, money, materials, and staff
- Understanding and analyzing data and information
- Use of technology
- Skills for a particular job or career—relevant to the labor market

3. Create activities that guide young men and women in making informed career decisions.

4. Include follow-up and/or referral opportunities to workshops and classes to support participants in taking the next step in their career development.

As part of teaching entrepreneurial skills to youth, Volunteers in Guatemala organized field trips to different museums located in the capital so as to develop the interaction skills between children and their environment.

The national government envisioned that the Peace Corps would pilot a project in which street children and child servants, for example, would be targeted for placement in a six-month vocational training in five municipalities. The youth who were selected mostly by the municipalities (semi-urban) were not the street kids but rather youth who usually had finished eighth or 10th grade. Most of these kids did well with the vocational training. Our experiences working with children in rough life situations like the kid living off the streets teach us that life skills must be initially addressed and relationships with the kid established before you get the child talking about Ohm's law and electric current as a junior electrician. Trust must be built, which takes time and follow-up. Ensuring success with a youth who has had more schooling and socialization initially may set the foundation for a program that can do real outreach and select a few of the really tough cases later on. Starting with only the most difficult youth does not ensure success.

— Youth Project Technical Trainer, Nepal

Girls and the World of Work

You may want to choose an activity that provides specific support to girls who are often discouraged directly, or in more subtle ways, from pursuing education that will help them participate in the world of work at higher-skilled levels. Making life choices based on one's interests and abilities can be a challenge for young people. Family, community, and cultural expectations may result in tensions between what a young man or young woman wants and what the community demands. It is always important to work closely with your community and with local Counterparts to ensure that your activities are acceptable.

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ACTIVE CITIZENSHIP

Encouraging young men and women to be involved in the lives of their communities in positive ways serves a number of important purposes. It empowers them as they experience their importance to the community in which they live. The energy and idealism youth bring to activities can make possible goals that had otherwise seemed unattainable for a community. Equally important, it provides other community members a chance to value youth as contributing citizens. The benefits both to young people and to their communities are tremendous. Adults see youth as resources to the community and young men and women are empowered to be involved in civic projects as they grow older.

Successful citizenship building work takes the ideas below into account to ensure that both youth and the community benefit from the activities.[41]

In Latvia, fora were organized where youth discussed responsibilities of living in a civil society, democracy, the environment, human rights, and conflict resolution. In Bulgaria, a 10-day environmental festival included a number of community service projects.

Action Ideas:

1. Ensure that the activity meets an actual need in the community.
2. Make certain that it improves the quality of life for the people served.
3. Use the activity to help girls and boys develop a sense of caring for and about others.
4. Help young men and women collaborate actively and directly with the adult community members during the course of the activity.

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A Volunteer in Tonga's youth project worked with the Tonga National Youth Congress to conduct the first-ever, and very successful, National Youth Empowerment Forum. With the Volunteer's guidance and support, the planning was done entirely by youth leaders and entailed inviting speakers, designing workshops and programs, securing locations, organizing social activities, and coordinating housing and transportation. The objectives of the event were to provide a forum where youth leaders could share ideas from their villages, offer educational workshops that could be duplicated in local villages, and have speakers address current youth issues.

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40 ASSETS, EIGHT ASSET TYPES[42]

An important contribution to our understanding of assets building is being made by the Search Institute of Minneapolis, Minnesota. From 1989 to 1999, it surveyed over a million youth in the United States. It has identified 40 developmental assets that correlate with positive outcomes for young men and women, here grouped into eight asset types :

ASSET TYPES	
External	**Internal**
1. Support	5. Commitment to Learning
2. Empowerment	6. Positive Values
3. Boundaries & Expectations	7. Social Competencies
4. Constructive Use of Time	8. Positive Identity

Asset types 1-4 are **external.** The external assets are located in the environment in which a young person grows up. They include the opportunities and relationships provided to young people by their families, schools, or communities during their childhood and adolescence. Asset types 5-8 are **internal.** The four internal asset types are the knowledge, skills, and attitudes that healthy individuals develop in the course of their childhood and adolescence.

We know that the similarities of youth needs and issues the world over are much greater than their differences. With appropriate care in its application, we can look to this research-based framework for important insights into the work Volunteers do. In the next section, we describe the asset types based on the research, share some examples of how Volunteers have worked with communities to strengthen and build on the assets available, and offer some suggestions to consider when planning work with young people in your community.

After reading the descriptions of the different asset types, you may wish to use the "Youth Development Assets in Your Community" tool on page 81 to determine the specific developmental assets that are appropriate to support each asset type in your host culture. Discuss with your Counterpart and your APCD how to use the asset-type framework to support the goals and objectives of your project plan.

EXTERNAL ASSET TYPES

Titles of Volunteer activities are in quotation marks in the text of this section. For more details on how to run each one, see "Part Four: Promising Activities," an alphabetical catalog of information and tips that begins on page 113.

1 Type 1: Support

Findings:

Young men and women need to have fulfilling relationships with adults on whom they can rely as they grow and develop. They need to feel supported by their families, have positive relationships with adults outside their families, and feel that the institutions in their communities sustain them. Young people who experience this kind of support are less likely to engage in a variety of negative behaviors as they grow up. While support may look different in different cultures, what seems to matter most is that the young person experiences adults around him or her as caring and having high expectations.

Experiences:

Increasing urbanization and outside cultural influences are eroding the strong connections that traditionally exist between young people and adults in many of the communities served by the Peace Corps. Volunteers have found ways to work with communities to counteract this trend. They have facilitated mentoring relationships between youth and adults. Involving parents in the activities organized for children and youth when this is possible, and including local adults in all phases of the planning and implementation, have increased the sustainability of the best activities.

Before involving young people in Ecuador in the "Adolescent Community Baseline Needs Assessment," the Volunteer started by getting parent approval. The "Future Farmers Club" in Zambia invited local government officials, representatives from NGOs, and veterinarians to speak with young people about their work. The "Take Our Daughters to Work Day Conference" in Morocco and the "Take the Students to Work Day" in Suriname introduced young people to adults in the community in a variety of professions. Volunteers have encouraged partnerships between teachers and students to design and implement educational activities in their communities. In Moldova, they brought together teachers and students from different schools for "Peer Training Seminars for Reproductive Health Education." In St. Vincent, a Volunteer organized the "Comprehensive Language Improvement Plan" and noted the increased self-esteem of students whose teachers took interest in them in the after school hours.

SOME TIPS AND LESSONS LEARNED

- Inform parents of activities you undertake with youth and involve them when possible. "The first most important step to getting started is community and parent approval."

— A Volunteer in Ecuador

Permission slips and calendars of events work well for this

- Look for ways to build connections between youth and other adults in the community. One Volunteer reflected on her experience: "If I had it to do over again, I would have OBSESSED over finding other interested Romanian adults. It's the only way to ensure the continuation of your project locally after you leave."

  — A Volunteer in Romania

- Remember that relationships matter. Take every opportunity to get to know the youth in your community as individuals and encourage other adults to get to know them also. The young people will feel valued and everyone will benefit from what they have to offer. "Have a positive attitude, and have fun!"

  — Volunteers in the Slovak Republic

MORE TIPS

- Ask youth who will be involved in an activity what kind of support they need or want.

Ways to Show Kids You Care...[43]

- [ ] Laugh at their jokes
- [ ] Listen to their favorite music with them
- [ ] Catch them doing something right
- [ ] Tell them how much you like being with them
- [ ] Be silly together

2 Type 2: Empowerment

Findings:

Empowerment means enabling young people to participate in meaningful ways in their communities by providing them with the opportunities and skills to do so successfully. It does not mean that young people operate without guidance or supervision from adults. In fact, adults are

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responsible for creating a physically and emotionally safe environment for young women and men by ensuring that activities are properly supervised, intervening when necessary to ensure that youth learn skills to solve problems and manage conflict.

Experiences:

In many communities in which Volunteers are working, young men and women are expected to make significant contributions by working in the family's farm or business or by caring for younger children and performing household tasks. Volunteers have often facilitated opportunities for youth to become involved in their communities in other ways. These have included brief events such as "Earth Day on the Street," a sidewalk art competition in Romania, and the "Water Restoration Project" in Paraguay in which young people participated in reforestation activities over several years that built on the work of previous Volunteers and community members. As the Volunteer involved in the latter found, "Without the support of the local youth, this project could never have been accomplished."

In The Gambia, a Volunteer organized the "Health Newsletter," composed of articles written by young people about prevention of HIV/AIDS and sexually transmitted infections; another Volunteer involved the members of a "Library Club" in Lesotho in repairing books. In Romania, a Volunteer created a "Big Buddies Club" in which secondary school students spent a few hours a week with younger children living in an orphanage, played games with them, took them on outings, and introduced them to the Volunteers' own families.

Volunteers have empowered young people by allowing them to participate in same-sex activities so that they can feel completely free to express themselves without the constraints that can exist in mixed groups at this age. Some of these have included the "Girls Empowerment Workshop" in Tanzania, "Camp GLOW" in the Slovak Republic, "Girls Community Basketball Training" in St. Vincent, and the "Men's Health Clinic" in Jamaica.

SOME TIPS AND LESSONS LEARNED

- Ensure that all young people feel physically and emotionally safe in the context of the activities you run. Remember, "the Volunteer is responsible for everyone's safety. In a crisis, it's the job of the Volunteer to be the leader. Establish this early, but in a way that does not discourage the students' initiative and leadership development."

  — A Volunteer in the Kyrgyz Republic

- Involve youth in the decision making. As one Volunteer put it, "A group decision will help the members feel more invested."

  — A Volunteer in Ecuador

- Provide young people with age-appropriate leadership opportunities. One Volunteer found that "in the process of helping the [younger] children out, the [secondary school students] gained insight into activism, leadership, and self-empowerment."

  — A Volunteer in Romania

MORE TIPS

- Empower youth by involving them in decision making at all stages and levels of youth development activities. Be sure they are properly trained and informed to do this; otherwise you may set them up for failure.

- Make sure you have an appropriate adult-to-youth ratio, which can vary widely depending on the age and needs of the young people: One adult for every four youth for younger populations and one to 15 for older youth in unstructured environments. The ratio can be one to 30 youth in somewhat structured settings and much less for highly structured environments, like sports, where youth leaders are engaged and everyone **knows the rules**.

- Provide opportunities for young men and women to join same-sex groups, such as clubs or camps, where they can feel free to participate fully and express themselves in a safe environment.

- Find ways to include youth in projects that are not specifically designed for them.

3 Type 3: Boundaries and Expectations

Findings:

Youth need consistent, age-appropriate boundaries and high expectations in their families, schools, and neighborhoods. They need to be surrounded by adult role models and peers who support safe and healthy behavior. They also need guidance and the opportunity to learn to make responsible decisions as they grow.

Experiences:

Volunteers have found a variety of ways to involve local adults in activities that send clear messages about safe and healthy behavior. In Ghana, Volunteers provided training for local teachers in a health education activity called "Healthy Bodies, Healthy Schools." As part of the "Reproductive Health Football Camp" in Zambia, young men learned from their coaches about both football skills and sexual health. In "Take the Students to Work Day" in Suriname, local adults served as role models in activities designed to encourage boys and girls to stay in school, while the "Life Skills Training" activity in Honduras used men and women in the community to conduct workshops about healthy decision making for young people.

Discuss appropriate behaviors and expectations with Counterparts and other adults in your host community. Many Volunteers report learning the hard way about the need to be clear in setting rules and consequences for breaking them when working with youth groups. Involving youth in determining ground rules for activities can be effective in both creating commitment to them and developing their skills in managing their own behavior.

SOME TIPS AND LESSONS LEARNED

- "Set expectations for behavior and consequences when the rules are broken. Follow through."

  — Volunteers in the Slovak Republic

- Involve young people in developing ground rules for activities. "On the first day of the group, ask the members to make a poster of group rules. Tell them you expect them to stick to these rules. Consider developing a point or grade system."

  — A Volunteer in Ecuador

- Look for positive role models among the youth and adults in your area and involve them in your activities. One Volunteer found that messages delivered by "role models from the capital increased awareness of responsible sexual reproduction."

  — A Volunteer in Zambia

MORE TIPS

- Build decision-making skill development into activities for youth whenever possible.

4 Type 4: Constructive Use of Time

Findings:

Young people need an opportunity to participate in a variety of constructive activities during their leisure time. Such activities provide informal opportunities for skill development, stress relief, and contact with positive social networks. The Convention on the Rights of the Child, signed by many countries in which the Peace Corps works, asserts the rights of children to rest and leisure and to engage in play, appropriate recreational activities, and the cultural and artistic lives of the community. Many young people in communities served by the Peace Corps are very busy with activities that are essential to their communities, their families, or their own survival, leaving them little, if any, time to devote to "leisure" activities. Volunteers have found, however, that many young people both need and desire participation in recreational clubs, camps, or events.

Experiences:

Volunteers have created an array of activities to enrich the lives of young people through sports, arts, and culture. An Ecuador Volunteer worked with street youth to design and create murals ("Mural Painting with Youth"). In St. Vincent, a Volunteer organized "Girls Community Basketball Training" while another planned a "Youth Football Tournament" in his community in Ghana.

In Mongolia, the "English Language Drama Festival" provided a creative outlet for young people studying English, as did an "After School Theater Group" in Ecuador. The "Holiday Carnival" in Romania brought a diverse group of children together for a celebration. At "Camp Peace Corps" in Togo, Volunteers from neighboring communities offered a half-day of games designed to introduce youth to the projects in which the Peace Corps was involved in their area.

A Volunteer in Namibia helped students and their teachers plan and raise funds for a two-week "Bus Tour," while another Volunteer in the Dominican Republic helped youth to "Produce and Sell Dolls" as a fundraiser for an orphanage. And Volunteers in Nicaragua and Suriname have opened their homes to provide informal literacy and art activities as well as a safe place to laugh and talk ("Volunteer Open House" and "Geography Game").

SOME TIPS AND LESSONS LEARNED

- Encourage all young people to become involved in recreational or artistic activities, even if only occasionally. A Volunteer who helped youth organize their own bus tour noted: "The primary purpose of this activity was to edu-

cate the students…about the cultural and geographical diversity of their country and region. The secondary purpose was pure enjoyment."

— A Volunteer in Namibia

- Look for ways to build on or support activities that already exist in your host community.
- Keep competition low-key to encourage more participation and fun.
- Be aware of gender roles in your community and consider their impact on leisure activities. What are appropriate leisure and sports activities for girls? For boys?

INTERNAL ASSET TYPES

The second group of assets involves internal attitudes, skills, and behaviors. Whether a girl or boy is born with these innate dispositions or they are developed under the caring guidance of adults, the result is a more confident and competent person.

5 Type 5: Commitment to Learning

Findings:

A young person who is committed to learning in all its rich and various forms is well on the way to becoming a resilient adult, able to face the challenges of a rapidly changing world. Studies have shown, for example, that when a girl is educated she will have fewer children and her children are more likely to be healthy and well educated. In some communities served by Volunteers, formal schooling is limited and restricted to a small number of youth. In other communities, educational opportunities may compete for attention with a variety of distractions.

Learning can take place in many contexts. It can occur at home, on a field trip, at a camp or club, and in the community as well as inside a classroom. Whether in school or in other contexts, it is important to emphasize the intrinsic rather than external rewards for learning. Creating support for educational programs can work to provide educational activities for adults as well. This is especially helpful in communities where adults have not had many opportunities in the past. If parents and guardians are also learning, they are more likely to support their children in doing so.

Experiences:

Volunteers have supported the commitment-to-learning asset type by helping build a school climate that encourages cooperative relationships among students, teachers, parents, and others in the community. By designing an after school class based on the "Comprehensive Language Improvement Program," a Volunteer in St. Vincent provided support to young people in improving their writing skills. "Computer Skills Training" taught youth in Belize and Paraguay useful skills for the modern economy.

Two Volunteers in Suriname created a "Geography Game" that they played with children on their front porch. A Volunteer in Nicaragua opened her home to boys and girls in her neighborhood on a regular basis and provided informal reading and math activities ("Volunteer Open House"). The "English Language Summer Camp" in Mongolia allowed interested students an opportunity to improve their English skills during the school holiday.

A number of Volunteers have created activities that focus on girls. The very popular "Girls' Magazine" in Conakry, Guinea, invited young women and men to write about gender issues. And in Bulgaria, Volunteers organized an annual "Women's Essay Contest" in which contestants are given the topics in advance and encouraged to discuss them with others in their community.

SOME TIPS AND LESSONS LEARNED

- "Start reading or telling stories to kids in the nearby school, in the library, and in front of your house."

  — A Volunteer in Nicaragua

- Encourage young people to read "by exposing them to the community library...books, encyclopedias, atlases, and reference books."

  — A Volunteer in Lesotho

- Be a good role model. "Always save time for yourself for reading and creative art, too!"

  — A Volunteer in Honduras

- "Be careful with prizes and gifts...it can take away their intrinsic desire to read."

  — A Volunteer in Nicaragua

- In some contexts Volunteers have found that experiential learning works best: "Play lots and talk little. Use practical learning, no educational lectures."

— A Volunteer in Honduras

- Consider holding special activities for girls such as girls clubs and tutoring programs. "Girls empowerment workshops provide an effective start in inspiring girls to set higher expectations for themselves and to pursue their dreams."

— A Volunteer in Tanzania

- After a computer training course, a Volunteer recommends, "Invite parents to visit the classroom toward the end of the course, or to the certificate ceremony, and let them see where and what their children have been doing."

— A Volunteer in Paraguay

6 Type 6: Positive Values

Findings:

The Search Institute identified six positive or "pro-social" values that it has found to affect adolescent behavior in positive ways: caring, equality and social justice, integrity, honesty, responsibility, and restraint with respect to early sexual activity and use of alcohol and drugs. Values are strongly linked to culture. These values appear to be supported by many US Americans regardless of age or ethnicity,[44] but others may take precedence in your host community. It is important to work closely with Counterparts and other local adults in designing and implementing activities that address them.

Holding pro-social values does not always translate into behaving in accordance with them. Young people may behave in opposition to an expressed value when they believe their behavior will help them achieve a different, but important, goal such as a love relationship or peer approval. However, if young women and men are surrounded by adults and other young people who promote caring, responsibility, social justice, restraint, and other pro-social values they will come to understand their importance.

Experiences:

In large and small ways, Volunteers have encouraged children and young people to develop positive values or reinforced the ones already being

taught by others in the community. This encouragement may come in the form of seemingly small gestures, such as picking up trash or speaking in a caring tone. It may also be built into educational activities that help young people examine specific values and practice using them.

"Life Skills Training," a workshop in Honduras, provided young people with skills and practice in making responsible life choices and building caring interpersonal relationships. The "Environmental Camps for Youth Leadership" in Honduras used experiential learning activities to teach about the environment and provided opportunities for out-of-school youth to engage in community service. Another Honduras Volunteer taught positive values along with practical skills in "Making Wooden Trash Bins."

In Zimbabwe, a Volunteer worked with local adults to organize a "First Aid Workshop" to help secondary school students develop the skills to help in medical emergencies. Young people learned about healthy relationships and sexuality in "Peer Education Seminars for Reproductive Health" in Moldova and the "Reproductive Health Football Camp" in Zambia. The most successful activities are those in which Volunteers work closely with local adults and recognize that the adults are the best interpreters and spokespeople for their community's values and culture.

SOME TIPS AND LESSONS LEARNED

- Work closely with your Counterpart(s) to determine how best to promote the community's positive values. One Volunteer provides this advice to those planning to address sexuality issues: "Try to gauge a group's comfort level discussing sexuality before the sessions on this topic. Then you can tailor your approach to sexuality to reach them more successfully. Discuss this with your Counterparts and invite a respected local facilitator for discussions of sensitive topics."

  — A Volunteer in Honduras

- Model positive values in small and large ways and expect young people you work with to do the same. "We played with the [basketball] teams and assisted in promoting sportsmanship and other positive behaviors by modeling them ourselves."

  — A Volunteer in St. Vincent

7 Type 7: Social Competencies

Findings:

Social competencies enable young men and women to navigate relationships with confidence. They include the ability to plan and make decisions; show empathy, sensitivity, and friendship; be comfortable with people of different backgrounds; resist negative peer pressure and resolve conflicts nonviolently. Fortunately, many programs have been created over the years to help adolescents develop social competencies. Those that build decision-making skills have been found to be especially effective when they begin in early adolescence, focus on real life issues, and help young people examine a variety of options, think through the positive and negative consequences of these options, and make a plan.

Parents are especially important in helping young people develop strong interpersonal and conflict resolution skills. Programs that support parents and other important adults in their efforts to teach these skills may be a very effective way of reaching youth.

"After receiving training, Jamaica Volunteers helped develop behavior modification programs and facilitated trainings in conflict resolution."

Experiences:

In addition to modeling good people skills, Volunteers have worked alongside local adults to develop activities that teach younger members of society. Activities include the "Youth Leadership Conference" in Ghana, the "Life Skills Training" activity in Honduras, the "Girls Empowerment Workshop" in Tanzania, "Camp GLOW" in the Slovak Republic, and the "Peer Education Seminars for Reproductive Health" in Moldova.

The "Holiday Carnival" in Romania has as its primary goal the promotion of friendship and understanding between HIV-positive and non-infected youth. Other activities, such as the "Volunteer Open House" in Nicaragua and the "Environmental Camp for Youth Leadership" in Honduras, have infused the building of social skills into activities whose primary purpose was to teach about the environment, art, or health.

SOME TIPS AND LESSONS LEARNED

- A Volunteer who planned peer education seminars for reproductive health advises: "Identify qualified nationals to volunteer as seminar leaders. We preferred young adults of college age who recognized the concerns and values of youth."

  — A Volunteer in Moldova

- "Invite a local role model such as a nurse, doctor, mayor, priest, teacher, judge, pastor, local political leader, farmer, or homemaker to participate in the [life skills] workshop where appropriate."

  — A Volunteer in Honduras

- "Local facilitators should be used...to ease communication and delivery of each session's topics with an emphasis on practical activities rather than lectures and classroom type lessons."

  — A Volunteer in Lesotho

- "Provide a safe forum for interaction among children from diverse social backgrounds...to promote the values of equality, respect, and understanding."

  — A Volunteer in Romania

- "Encourage healthy cooperating. Teach conflict resolution skills to help them when there are arguments."

  — A Volunteer in Honduras

MORE TIPS

- Always model good people skills.
- Find ways to integrate social skill building into your other sector activities.
- Design training activities in decision-making and resistance skills that focus on real life situations and provide plenty of opportunities for role playing and other kinds of practice.

8 Type 8: Positive Identity

Findings:

A central task of adolescence is identity development. This is defined as developing high self-esteem with purpose in one's life, a positive view of the future, and a sense of personal power over what happens. The last of these components may be more important in cultures that value individualism over collectivism. Depending on the cultural context, young people may be expected to move more toward self-reliance and independence or toward determining their role in supporting the community. In most cultures today young people will need to do both to varying degrees.

Individualism and Collectivism

Identity development is strongly influenced by whether one grows up in a culture that tends to be "individualist" or one that tends to be "collectivist." We share definitions of these terms here to help you understand the identity development tasks that youth in your culture may be facing:[45]

Individualist: The individual identifies primarily with self, with the needs of the individual being satisfied before those of the group. Looking after and taking care of oneself in a self-sufficient manner guarantees the well-being of the group. Independence and self-reliance are greatly stressed and valued.

Collectivist: One's identity is in large part a function of one's membership and role in a group, e.g., family or work team. The survival and success of the group ensure the well-being of the individual, so that by considering the needs and feelings of others, one protects oneself. Harmony and the interdependence of family and group members are stressed and valued.

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Experiences:

To promote positive identity development, Volunteers have developed mentoring and educational activities that allow young people to learn about different career options and that provide them with life-planning education. Some of these activities are aimed at girls, who can be particularly vulnerable as youth. At the "Take Our Daughters to Work Day Conference" in Morocco, grade school girls from rural villages came to a mid-size city nearby for several days of activities that included time with female mentors in their homes and workplaces as well as training to help them think about options for their future. The "Take the Students to Work Day" in Suriname created similar opportunities for both boys and girls.

A Volunteer helped a group of youth in Armenia create a "Youth Credit Union" to learn about banking and money management and to promote the idea that financial institutions, if properly managed, can be trusted. In Ecuador, young people were encouraged to explore their feelings through "Expressive Art" activities. The "Men's Health Clinic" in Jamaica was designed to focus specifically on young men's health concerns one day per month. In addition to health services, the clinic provided counseling, job, and education-related services.

Volunteers have created recreational, cultural, and environmental activities that provide opportunities for leadership, service, and interactions with supportive adults and peers. They have also taken the time to build one-on-one relationships with young people outside any formal activity. Helping youth to feel their inherent self-worth, independent of performance and achievement, is a crucial task for every member of the community.

SOME TIPS AND LESSONS LEARNED

- Build strong, positive one-on-one relationships with youth and help other adults do the same. For "Take Our Daughters to Work Day" and similar activities a Volunteer recommends: "Assign one student per worker if possible. This provides individual attention and encourages the development of a mentoring relationship between the career counterpart and the student."

  — A Volunteer in Suriname

- "[Don't] be too harsh on absenteeism. Those students who are not interested will simply stop coming. That means you'll only have truly committed students by the end of the training program."

  — A Volunteer in Armenia

Ways to Show Kids You Care...[46]

- ☐ Encourage them to help others
- ☐ Tackle new tasks together
- ☐ Encourage them to think big
- ☐ Help them learn from their mistakes
- ☐ Point out what you like about them

PLANNING, IMPLEMENTING, AND EVALUATING A YOUTH DEVELOPMENT ACTIVITY

PLANNING AND IMPLEMENTING A YOUTH DEVELOPMENT ACTIVITY

How you plan and implement activities with youth will depend on a number of factors. The questions and answers below are designed to help you determine how to best proceed.

"This work is too important to be boring."

— Youth Delegate
UN Environment Conference
Turkey

Nearly all Volunteers are assigned to a Peace Corps project in one of the following sectors: Agriculture, Business Development, Education, Environment, Health, and Youth Development. Each of these projects is based on a project framework or plan consisting of a common purpose, goals and objectives. The objectives consist of planned activities and desired changes. This project plan is designed with numerous project stakeholders, including former Volunteers and Counterparts, and should fit within host country priorities.

If you are working with youth as part of the Peace Corps project to which you are assigned, reexamine the **project plan**, particularly its **objectives** (both the **activities** and **desired change**) and **goals (long-term impact)**.

In this sample, observe how the youth activities are represented in the project plan.

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OBJECTIVE		GOAL
Activities	**Desired Change**	**Long-Term Impact**
Train out-of-school youth in waterborne disease prevention through camps.	250 peer educators will train 5,000 out-of-school youth in disease prevention through dramas and puppet show competitions.	Goal 1 In-and-out-of-school youth will protect themselves from waterborne diseases.

If you were planning this activity with your Counterpart, your focus would be on identifying the action steps, people, resources, and target dates to achieve what has been written and agreed to. Project plans outline the key activities. There may be other associated actions you will need to take prior to doing those in the project plan. This section stresses youth participation and should give you information to help you work on the capacity-building component as you co-plan the activities.

What if your idea of working with youth is not part of the Peace Corps project plan?

Consult with your Counterparts and supervisors to determine the acceptability of the idea of working with youth and its role in reaching project goals and objectives. Once you have their agreement to proceed with their help and the help of other colleagues and friends, discuss your ideas with some youth. From those initial discussions, identify those youth who want to participate in the activity and link the youth and Counterparts in ongoing dialogue and action. It is useful to document discussions and write the negotiated plan and agreements. The notes and planning documents capture agreements for future reference and guidance, while the process of writing provides opportunities for more skills transfer.

What if you are asked by a local organization to take on a particular activity or become involved in an established program for young people?

First, you need to determine whether this program can fit into your primary project. Consult with your Counterpart, youth, supervisor, and appropriate stakeholders in the project. If the response is positive, hold a meeting with those in the project and with those who have made the request about the implications of becoming a part of the larger project. Take steps to integrate the activity or youth program into the project by submitting written amendments in the style of the original project plan. If the ultimate decision is not to include it in the project plan, see the response to the next question for ideas on how to handle that.

Youth as Counterparts:

Volunteers in PC/ Paraguay's youth project found a big benefit to having youth counterparts in addition to official adult counterparts from institutions. As counterparts, youth leaders can help extensively with the planning and implementation of projects.

Whether or not community support and interest are evident, you and your Counterpart will want to integrate highly participatory consultative and decision-making processes into your work with youth. Therefore, before you agree, consider talking to the stakeholders and assessing whether youth participation will be acceptable to everyone.

What if an activity emerges from your own interests, the relationships you have built, or opportunities in the community you have assessed?

In this case, you may have more flexibility and possibly more challenges. Whom do you work with? Why them? What is the desired change? Who is interested enough in this activity to help support it and sustain the effort? Examine the Community Action Cycle in this chapter and also read **I Have a Great Idea—What Do I Do?** p. 63, **An Ecuador Volunteer Finds Meaning in Hair**, p. 72, and **Katie in Costa Rica**, p. 72.

In Samoa, a Volunteer gave music training in choral and vocal techniques to over 600 youth and adults, and worked with youth leaders in developing concerts and performances.

If the activity remains outside the project plan, secure APCD approval. Regarding documentation, you have options. Writing is nearly always a necessary part of the planning and reporting processes. The Peace Corps is always interested in receiving reports of all Volunteer work and accomplishments. The report helps us tell our host governments what we do. It also helps writers of manuals, like this one, to share lessons learned with other Volunteers. Keeping in mind the ways your experience can benefit others, please report on the activity to your APCD.

Regardless of the activity you choose, keep the concept and practice of youth participation in the forefront of your work. Don't forget to laugh and have fun!

WHAT MAKES AN EFFECTIVE YOUTH DEVELOPMENT ACTIVITY?

Over the years, the Peace Corps has defined and refined characteristics that lead to successful youth development activities. We urge you, your Counterparts, and the youth involved in planning your activity to use these findings to formulate goals and to consult them periodically to make adjustments along the way.

Effective youth development activities:

☐ **Are Safe and Fun**

- Engage young people safely in the activity in a way that is enjoyable and appropriate to their age and stage of development.
- Communicate with and encourage the involvement of parents or guardians.

I Have a Great Idea—What Do I Do?

If you come up with an idea that is not part of any project plan, think about it carefully and discuss it with your Counterpart, your APCD, and other local adults. Remember to apply your growing cross-cultural knowledge to the planning process. Growing up is a process of becoming a part of society, of learning its values and a particular way of life. When we work with youth, we are involved in this process of growing and learning, whether we are aware of it or not. Working with youth means that we are involving ourselves with the ways in which a society reproduces and creates itself. For these reasons, it is critical that we carefully examine our ideas for working with youth. Do they apply to the culture of the country and society in which we are working? Are the values implied by the assets and interventions suggested by this book acceptable in the local society in which you now live and work? Without a clear and acute sense of cross-cultural understanding, your work with youth may be futile or, worse, counterproductive.[47]

As ***Culture Matters***,[48] the Peace Corps manual of cross-cultural understanding, points out, it is important to examine your behavior and values as well as those of your host country and ask, "Is this universal…cultural…individual?"

Use the following steps to assess whether an asset or activity is applicable in your host culture:[49]

1. **Wait... Observe...**

   Take your time. Learn as much as you can. Note similarities and differences in the way people act in your host country and the way you would expect people to act back in the U.S. One value that most Americans have is a "Let's get going" attitude. Slow down. An activity started slowly with a firm understanding of local values and attitudes will be much better than one started too soon without that understanding.

2. **Play it out in your head...**

   Think it through with "If…then" statements. What is likely to happen if your idea comes to life? Will community elders think that you are threatening community values? Can this be avoided? Will parents understand what the young people with whom you are working are doing?

3. **Ask...**

   There are usually "cultural informants" in your community. Certainly, your Peace Corps staff can help you. Ask them about your plans and about local behaviors you don't understand. Cultural informants also may be host-country nationals who have lived or studied overseas. Individuals with experience in the U.S. and in the host country can often clarify and explain things and help you avoid mistakes.

Be mindful of how you ask cultural questions. For instance, in societies that put a very high value on hospitality to guests, the question you ask, such as "Can I wear short pants in the field?" may get a very different answer than the question "Do women wear shorts in the field?"

As you discuss potential activities with Counterparts, ask them to think about others you can consult. Ask their advice. Listen to their ideas. Invite them to help you formulate goals and decide how to meet these goals in the context of your Project Plan, the national development plan, and any community level plans.

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☐ **Facilitate Growth**

- Involve young women and men in decision making at every step of the life of the activity.
- Have clear objectives.
- Teach tangible skills.
- Prepare youth for adult life.
- Encourage youth to reflect on, discuss, and process what they have learned.
- Recognize young people for their involvement.

☐ **Promote Citizenship**

- Address a real community need, issue, or problem.
- Encourage local youth and adults to collaborate as partners.
- Promote good communication and encourage youth to apply and share knowledge learned with the community.
- Train and support youth and Counterparts in leading and replicating activities. The Volunteer serves primarily as a facilitator.

☐ **Are Simple**

- Are easy to understand and inexpensive to implement.
- Use locally available materials.

The most effective activities will include each of these characteristics. These criteria were used in selecting the "Promising Activities" provided later in this manual. While an individual activity may be stronger in one characteristic than another, the strongest move toward addressing them all.

YOUTH PARTICIPATION: WHAT IS IT?[50]

Youth participation in all phases of the planning, implementation, and evaluation of youth activities is a basic principle of the Peace Corps' work with young people. Youth participation means providing opportunities for youth to take on greater responsibilities and, through these real world experiences, to build competencies and develop into successful adults. Youth learn by doing and being actively involved in the process. Adults should serve as coaches or mentors, answering questions and helping identify and develop needed skills.

Participation means asking young men and women for their opinions and listening to what they have to say. It means respect for the competence of youth, appreciation for the potential they have for further development, and a belief in the common dignity and worth of all persons regardless of age or ability. Participation and partnership mean giving youth challenging, responsible roles, as well as the training and support they need to succeed in those roles.

Empowerment means giving youth authority to make decisions within the policy constraints of the organization and activity. It is the staff's role to ensure that the constraints are honored. This is the partnership. Adults have an important role in its harmony.

When given opportunities, generally speaking, young people will not intentionally make decisions to put people or the program at risk. If they make such decisions, and receive calm and respectful feedback, they will generally examine the concern carefully and make changes if they think the concern is valid. This is the youth's side of the partnership agreement. If you treat them as respected partners, they will act as partners, rather than people in need of close supervision and direction.

The partnership relationship is one that you build. This may not happen right away. Youth may test you for a while to see if you are sincere in your interest in partnership. If you remain constant in your respect for them and their autonomy yet do not support work outside of the boundary of your agreements, you will have a greater chance of earning and keeping their respect.

Remember that youth empowerment is not the goal of all cultures. In many cultures youth are expected to speak when spoken to, do as they are told, and ask for and not give answers. The sex of each youth can affect their levels of participation in group activities. For example, gender roles often assign more

> ***"I have found that youth in non-Western cultures are much more open to activities and participating than those in the U.S. I was a high school teacher in the U.S. and the contrast between youth and their willingness to participate is incredible...youth living in impoverished circumstances, refugee camp settings, who are internally displaced or who spend...time on the streets have not had the opportunity to participate in such activities and therefore welcome anything new."***
>
> — Youth Volunteer, Costa Rica[51]

power to males or define specific arenas within which males and females are expected to contribute. Yet, even if youth empowerment is not a priority, most societies seek to promote responsible, productive, constructive behavior in their young people. A youth participation strategy can be effective in achieving these objectives.

The **Ladder of Participation** (see figure on page 67) provides a way to view youth participation in community projects. The bottom three rungs of the ladder represent activities and projects in which young women and men are not involved in the decision making. The top five rungs represent degrees of youth participation.

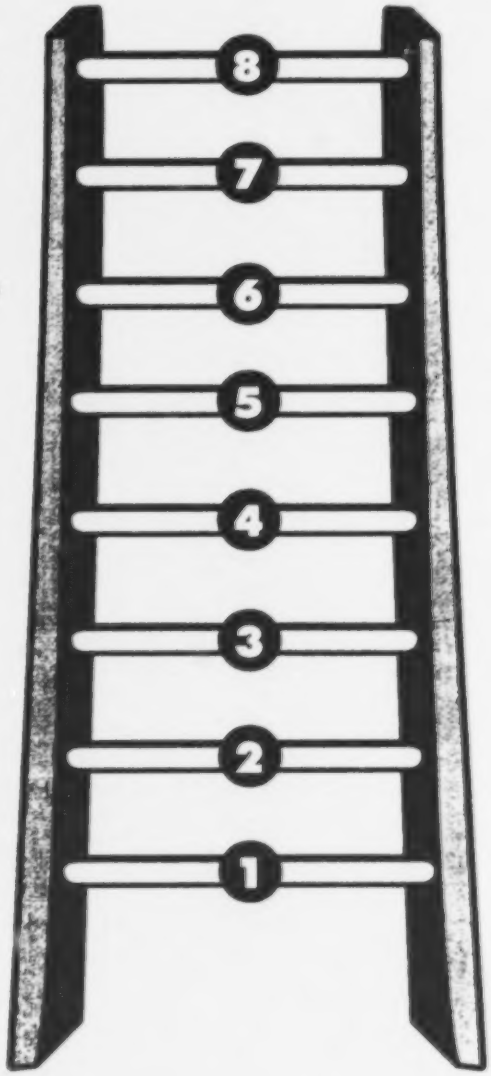
The bottom rung, **manipulation**, is a type of deception where youth voices and images are used in adult-initiated and -run activities in ways that appear as if youth are participating, but, in actuality, the young people have no understanding of the issues and do not receive feedback on their input.

The second rung, **decoration**, is where youth are involved in an adult-initiated activity. The youth have no understanding nor say in organizing. Unlike the lower rung where a deception is occurring, at this level adults do not pretend that the activity is youth-initiated.

THE LADDER OF PARTICIPATION

8. **Child initiated, shared decisions with adults**
7. **Child initiated and directed**
6. **Adult initiated, shared decisions with children**
5. **Consulted and informed**
4. **Assigned but informed**
3. **Tokenism**
2. **Decoration**
1. **Manipulation**

Note:
1-3 = Non-participation
4-8 = Degrees of participation



Adapted from Sherry Arnstein's work on citizen involvement and Roger Hart's work on children's participation.[53]

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The third rung, **tokenism**, occurs accidentally by well-intentioned adults who want to give youth a voice, but have failed to think through the participation carefully and adjust to youth communication styles and needs for preparation. While they may seem to have a voice, the youth are not given an appropriate opportunity to choose the subject or form an opinion.

Roger Hart refers to social mobilization as the prime example for the fourth level, in which **youth are assigned roles but they are informed by women and men**. An example would be youth engaged in an environmental campaign where everyone, youth and adults, is expected to get involved. Youth may be fully informed and prepared to carry out a genuine task, but the situation is another example of adults directing youth.[53]

The fifth level, in which **youth are consulted and informed by men and women**, refers to projects that have strong youth input and wherein the youth remain informed about the project. Like the fourth level, these are adult-run projects. At the next level, shared decision making begins.

Women and men initiated, shared decisions with youth, describes the sixth level. Many projects are for the benefit of people of all ages in the community and at this level youth input is serious and valued. Hart maintains that this is an important level of involvement whereby the adults can foster a sense of "competence and the confidence to participate" in youth participants. He adds that if the adults and youth cannot operate at this level, it is unlikely that they can operate at the higher levels of the ladder.[54]

The two top rungs represent those projects that are initiated by youth and in which youth are integral to the decision-making process. The seventh level, **youth initiated and youth directed**, refers to youth-for-youth activities. The noteworthy point here is for adults to recognize the youth activities, allow them to happen, and not try to control them. In some instances, the adult role may be to create favorable environments for the activities to occur.

Hart contends that the highest level of participation that youth can attain is **youth initiated, shared decisions among men and women**. It is at this level that the youth are sufficiently "competent and confident in their roles as members of the community" and that they comfortably collaborate with adults without forfeiting their voice and control.

We urge you to strive toward activities that are at or moving toward the top of the ladder, but keep in mind the words of Roger Hart as you do so:[55]

> "While the upper levels of the ladder express increasing degrees of initiation by children, they are not meant to imply that children should always be attempting to operate at the level of their competence. The figure is rather meant for adult facilita-

tors to establish the conditions that enable groups of children to work at whatever levels they choose. A child may elect to work at different levels on different projects or during different phases of the same project. Also, some children may not be initiators but are excellent collaborators. The important principle is to avoid working at the three lowest levels, the rungs of non-participation."

THE COMMUNITY ACTION CYCLE[56]

Planning and implementing a youth activity should follow the typical process that a community moves through as it identifies its priorities and takes action to make desired changes. This process is outlined in the diagram below. Communities may be at different stages of this process in various activities when you arrive. Your activities with youth may fit into any stage of the cycle with new or existing projects.

THE COMMUNITY ACTION CYCLE

GETTING ORGANIZED & IDENTIFYING RESOURCES
Who are we?
Be sure to include youth
EXPLORING THE SITUATION & SETTING PRIORITIES
Where are we now?
Where do we want to go?
PLANNING TOGETHER
Project Design – Overall Strategy, Resources, Goals & Objectives, Action Plan, Budget, M & E Plan
COMMUNITY ACTIONS
Mobilize Resources, Implement, Monitor, Report
Go ahead with plan
EVALUATING & CELEBRATING TOGETHER
How did we do?
What did we learn?

If you and a group in the community are developing a large activity, forming a planning committee can be helpful. You may want to consult the "Advisory

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Boards" tool on page 95 for ideas about how to choose people for your committee. Be sure to consider including the following people:

- **A diverse group of young people.** They bring insights of the aspirations and needs of youth in different circumstances and they know how to reach their peers.
- **Youth who currently have some leadership role**, formal or informal, in the groups of youth you would like to involve in the activity.
- **Community leaders** such as business people, community elders, adult board members of non-governmental and community-based organizations, and elected officials who are concerned with the issues you want to address. They are people who can make something happen. They have the power to "accredit" and support your activity or to stop it, and they can also help you access resources.

- **Community professionals/technical experts in the public and private sectors** and government officers who work with youth and/or have expertise in the issues you are looking at. This will help ensure that the activity is technically well planned and is eventually institutionalized.
- **Concerned adults** including parents or guardians who will be able to work as partners with youth.

The "Planning Tools" and "Managing Group Dynamics" activities on pages 92 and 96 may be useful as you and your committee move forward. Once your committee has formulated an idea that is supported by youth and adults in your community and has a sense of how to move forward, it is probably time to do so. Keeping in mind that midcourse corrections are necessary even in the most carefully planned activity, take your first steps and see what happens.

Youth Friendly Meetings That Adults Will Enjoy Too[57]

Regardless of the kind of activity you choose, you will probably be holding meetings of some kind. *Keep the following in mind when planning even informal gatherings:*

- **Keep it simple—little or no paperwork, simple talk.**
- **Keep it informal—hold short meetings with food provided.**
- **Let them talk; LISTEN and nod; ask simple expanding questions—don't interrogate them, don't ask "WHY?"**

One Volunteer offers some advice.

A Few Tips on Working With Girls[58] ...that can work for boys too

As Volunteers working, or trying to work, with adolescent girls, we all share some commonalities regardless of our location or sector. Our behavior is critical to our success.

Here are a few tips that might be helpful to keep in mind:

1. Good impressions are vital. Work within the cultural norms. If parents are to share their children with you they need to know you respect their moral behavior and codes.

2. Your initial months at site are for you to learn about your community and, in turn, have your community learn about you. Take advantage of this time and begin this process with no preconceived notions.

3. Once the girls in your community begin to share their concerns with you, try to reach a consensus. Formulate a clear and simple goal and then work hard to facilitate its creation. But remember—it is their activity, not yours.

4. If the girls in your community voice a desire to do something you are not knowledgeable in, don't panic. Work to find who can transfer the skill or knowledge they desire and act as a catalyst. In the meantime, you can be using your In-country Resource Center to familiarize yourself with the subject.

5. Know that working with girls will require many "extracurricular activities." These include visits to parents, addressing parents' complaints and suspicions, and dealing with the extra sensitive nuances that working with adolescent girls entails in many of the countries in which we serve. Be delicate and patient, for this alone can make or break an activity.

6. Once the implementation of the activity begins, involve the girls in every step of its execution and monitoring. In other words, let your group plan its work and identify its own leaders. If changes need to be made, let your group identify them and make them.

7. If the activity involves a training component, train while working, not through formal training courses. In addition, if dealing with a high percentage of less-literate girls, devise fun visual aids and methods to convey the information.

8. Keep the lines of communication open between you, leaders, sponsors, and the girls themselves. Become friends with the participants and listen to their concerns. Give credit where credit is due. Do not take praise for the activity, but do ask for feedback.

9. If things are not working out, talk about it, find out why, and then try again.

— A former Volunteer in Tunisia

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An Ecuador Volunteer Finds Meaning in Hair[59]

At the request of a Volunteer working at an orphanage in the capital city of Quito, the African-American Volunteer support/awareness group Black Out paid a visit to her place of work. Twenty-five little girls live in the orphanage, nine of whom are black. Although the children's caretakers do a great job with their limited resources, they simply did not know how to care for the hair and skin of the black children. Upon arriving at the orphanage, we encountered a room full of wonderfully energetic girls ranging in age from 5 to 14. After making our introductions, we split into two teams. One group of Volunteers entertained the non-black children with games so that they would not feel left out of the activities. The other group taught the black children and their caretakers the art of maintaining *black hair*. Judging from the varying states of disarray of the heads before us, we were going to have our hands full—literally.

We began by talking about self-esteem and sisterhood. Then we gave them a lesson on using ordinary household goods like eggs, oil, aloe, and bananas to care for their hair and skin. Finally, we went to work combing, greasing, and braiding. As we practiced the ancient ritual of the *laying on of hands* with a comb in one hand, some grease in the other, and a child between our knees, the conversation centered on geography, life, and the stack of *Essence, Ebony,* and *Emerge* magazines we had brought. *That's when it happened!* At some point in the evening, the room transformed itself. Time, place, language, and nationality fell away and became meaningless. Our kinship and love were conveyed by the texture of healthy hair, the glow of oiled black skin, the smiles of everyone enjoying this moment of connection, and the wonder in the eyes of a child discovering her beauty. By the end of the night, we were all changed and our bond as a people was solidified. We realized that our strength lay in our diversity. Being "black," or more correctly "a child of Africa," does not mean that we must speak the same language, act the same, have similar beliefs, or live in a certain neighborhood, city, or country.

— A Volunteer in Ecuador

Katie In Costa Rica

In 1997 I had the pleasure of visiting a site where a youth Volunteer, Katie (not her real name), was just settling in to her community and told me she didn't know why I was visiting, since she hadn't really done anything yet. She really didn't know how far she had gone. After all, she'd only been in-country for about 10 months, at her site for only seven. How far could she have possibly gone, since she was only just starting to feel fully comfortable with her community? As a Youth Volunteer, Katie was hoping to really make a difference—help kids read, teach hygiene education, see some of them actually go on to high school or even college!—but she knew it would take so much time. She would have to wait to see changes in the community, but she knew that she had to get the trust of the community first, before helping them push themselves to improve their lives. So she went about her daily life as so many Volunteers do—doing some work, meeting a few people, going to the store, figuring out the best way to wash her clothes, keeping up with her exercise routine.

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It was her jogging that she really lived for in those beginning days. At first, Katie didn't know how the community would react. Her training taught her that the customs and culture of the area might not take well to a woman jogging around town in shorts, but she checked with some people she had grown to trust, and they didn't seem to mind. Katie was perfectly safe in her town as she jogged down the beaten path of the river, across the old rail bridge tinged with light coppery rust, and back down the light dusty road, past her rented house and onto the grounds of the school where the boys playing soccer would stop, nearly tripping over themselves, to watch her run by as they wondered exactly who this *gringa* was.

As she got to know more of the youth in town, some of them would come out to jog with her. It was the boys at first who, with slight trepidation, asked if they could join her. She enjoyed their company, but the boys soon realized this jog was a lot of work. At some point, some girls started jogging too. Short distances and just a handful at first, but they started meeting Katie at her front gate when she was ready to start her routine. Over the period of a few weeks, she had well over 12 girls jogging with her full-time—more than the number of boys. Once in a while, a mother or two would even join them. Katie was sure that it was pure fancy and just the mothers' way of ensuring that their daughters were being taken care of, but she enjoyed the extra company anyway.

It wasn't too long before Katie decided to expand the jogging to include more physical activities—volleyball, sprints, basketball, and the ever-present soccer. The girls continued with her, the boys right by her side, and the mothers joining in every once in a while. It still was only 10 months into her service, but Katie was feeling good about her time so far—she met some neat youth, she got to meet some of their parents, and she could jog to her heart's content. Now if only, she thought, she could get some work done, teach them something, lead them to improving their lives. How could I tell Katie that she had forever already done this? The boys in the community were now participating with an adult for the first time on something that BOTH enjoyed doing. The girls had started athletics —unheard of in her community before then. And the parents—the *mothers* getting involved in jogging? How could I tell Katie she had so perfectly encouraged her new home to change and she had done it so successfully…?

— Peace Corps Country Desk Officer

Ways to Show Kids You Care...[60]

- ☐ Love them, no matter what
- ☐ Empower them to help themselves
- ☐ Ask for their opinion
- ☐ Introduce them to people of excellence

What about Harmful Cultural Practices?

As you learn more about your community you may encounter practices and rites of passage that are not considered positive outside the culture in which they are practiced or a particular subset of that culture. Consider the following advice from a former Volunteer when deciding how to address this:[61]

Outsiders cannot tell communities that these [practices] are wrong.... [They can] find groups of individuals in a community who do not advocate for these rituals and work with them...change is difficult, but when the information is given [about why certain practices] are harmful...a community can begin to understand and look for alternatives. Volunteers need to be extremely careful when expressing their opinions on these topics, as they can become "an enemy" of a community quicker than most realize....

[In one community where unsafe rituals of passage were used many] young people believed that if they did not participate they could never be leaders or influence the community.... We offered a Peer Education project where youth developed leadership skills and opportunities to act as agents of change within their community. Peer education officers and adult trainers from the community who went through these rituals and did not want young people to suffer these things stepped forward to do the training. No outsiders were involved in the direct implementation of training or discussions. Many times young people are not spoken to about their bodies and its functions and, once these youth were educated on topics, they were able to present to the community their opinions on alternative ways to enter into adulthood.

— A Volunteer in Costa Rica

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EVALUATING ALONG THE WAY

We typically think of evaluation as a serious, often scary, accounting that takes place at the conclusion of an activity to determine whether the goals have been met. In fact, evaluation works best if it is interesting or even fun for those involved and part of the entire life of an activity.[62] Making evaluation an ongoing part of any activity will allow you to fine-tune your work along the way.

Preparing for evaluation should be part of your planning process. As with all other stages of an activity, both the design of the evaluation and its administration should involve youth and local adults. Thinking about how you will know if you have been successful in reaching your goals can help you design a better activity from the start. Reframe your goals as evaluation questions. For example, you might ask some general questions:

- Are we informing parents and other significant adults of our activities with youth? How have we involved these adults in the activities?
- Have youth been involved in the decision making at the planning, implementation, and evaluation stages of this activity? When has this worked well? What could we do differently next time?
- Are young people learning tangible skills? What are they and how can we measure them?
- Am I serving primarily as a facilitator? Am I training youth and local adults to replicate and continue the activity when I leave?

You can gather information in the journal in which you record your own observations, and ideas about how to improve your activity. Reread the notes you take and jot down your reflections. Conversations with the youth you work with can also provide useful information. Ask them informally the questions you are asking yourself about the activities you are engaged in together.

It can sometimes be difficult to get honest feedback about an activity with which you are closely associated. Participants may not want to be impolite by being critical. Consider asking a local adult or youth to talk to participants informally, or conduct more formal interviews, or focus groups, to evaluate your activity. Be sure to also seek feedback from parents or guardians, your Counterpart, and other local adults in evaluating your activity.

You can use a variety of other tools in designing your evaluation. Traditional measures include very specific things such as attendance rate, number of books read, or performance on a pretest and posttest. If you decide to use tests or quizzes to collect data, remember that young people may have had negative experiences with tests in the course of their formal schooling. Be sure to present them as tools to evaluate the activity, not the participants.

Evaluation forms or questionnaires can be useful in collecting information. You can use a simple questionnaire with a numbered scale to ask participants to rate different aspects of your activity. If participants have good literacy skills, you can also invite written narrative comments as a part of a feedback form by asking such questions as: What part of this activity was most helpful? What part of this activity did you find least helpful? What suggestions do you have for improvement?

Better yet, be creative and use the resources of your host community in creating evaluation tools that are fun such as:

- Games
- Role plays
- Simulations
- Art or music activities

What is most important in designing and conducting an evaluation is choosing methods that draw on the skills of the youth and adults gathering the information and sharing it with each other and others who can benefit from it. Be sure to consult the sample "Evaluation Tools" on pages 109-110 for some specific ideas.

Ways to Show Kids You Care...[64]

- ☐ Ask them about themselves
- ☐ Share their excitement
- ☐ Ask them to help you
- ☐ Learn what they have to teach
- ☐ Be flexible

Reading Non-Verbal Signals[63]

As your activity progresses, keep your eyes and ears open for signs that things are working or that something may need to be adjusted. Non-verbal cues can be particularly helpful in assessing how you are doing.

1. **Attendance.** If people don't come, it may not be meaningful to them. Look for:
   - Too much talk/no action
   - Too much confusion/no facilitation
   - Too much control by staff or one or two members; no sharing of responsibility.

   Low attendance can also mean it is too difficult to get to the meeting. Time and transportation can limit attendance.

2. **Enthusiasm.** Look at what gets people excited. When do people pay attention and generate ideas? What gets people down? Watch for sighs, side looks, side conversations. Remember that different cultures display enthusiasm differently.

3. **Clarity/confusion.** Check people's understanding. Confused people often don't ask questions. They think they are the only ones confused. Watch for blank looks and long silences. Encourage questioning. Different cultures have different non-verbal signals for confusion.

4. **Complaining.** Even if the complaints are unfair, look for the dissatisfaction or frustration behind them. There may be something else going on. Look for a lot of "but" statements, or disruption or rudeness in meetings.

5. **Follow through on plans.** Many volunteer groups don't have good follow-through. Your job includes being a "cheerleader," encourager, and advisor. If follow-through is very poor, help the group check its commitment to the activity/task; group morale; leadership of the group or the task; and whether the task is too ambitious or too big.

6. **Growth in membership.** If the group grows, something is going right. It's meeting some needs. If it doesn't grow, that's a good sign that it's not tuned in to the needs of those it's serving. Look into this. If males start showing up at a predominantly female group, the needs being met may not be the ones you had in mind. Likewise, if the refreshments or other perks are good, youth may come for them and not for the mission.

All these points are subject to interpretation. They are signs that you need to do some investigating, not that you necessarily need to change anything. Also, remember that non-verbal signals can vary with youth from different backgrounds or cultures.

SAYING GOODBYE

Acknowledging the end of any relationship is important. When adults and youth are working together, it is particularly important for the adults to be sure that this is done well. Look for ways to bring closure to your relationship.

I started easing into the goodbyes only a month before I left. Reason: if you vocalize it earlier, then all of the interactions from that point are based on your leaving and this can be a painful and drawn-out process. I started handing over professional responsibilities much sooner. I started easing out and becoming a sideline player with eight months left in service.

As my goodbyes, I took my closest friends, young and old (one or just a few at a time), around and we took pictures, silly ones or fun ones or work-related photos. Then the last week, I had them all developed and we all got together and made memory books and talked about what we wanted to have happen in our futures, and then we wrote them in our books. On the back of each book, I wrote my address and we talked about it being their responsibility as much as mine to write. Also, with a close friend, I left enough money to cover the charges for paper or mailing so that my friends (young and old) all had the opportunity to keep in touch. This was the last week, and then I slid out of my site as quietly as I had come in. I had also written a small creative story for the children I worked with and left a copy for each of them explaining goodbyes and such.

This way things were casual, we had a project and something to reflect on, and the goodbyes were with smiles and not tears. Last memories are lasting ones. Make yours a celebration in your mind.

— A former Volunteer in Guyana

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When you leave...

- Participate in all the farewell dinners and parties.
- Find ways to express your gratitude to young men and women who have been special friends/colleagues through small gifts, dinners, lunches, certificates, public recognition...
- Take the youth who have been leaders in your work to meet with key collaborating partners, agency staff, and business contacts in order to facilitate their capacity to follow up after you leave.
- Give away materials and resources that were helpful to you such as contact lists, books, and your laptop.
- Exchange contact information for correspondence.
- When you get home, follow up with letters or e-mail. This can be difficult to sustain for a long period of time, but can help you and the youth you worked with early after your departure.

— A former Volunteer in Thailand

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PART 3

TOOLS, TECHNIQUES, AND GAMES

The following items make up a helpful collection of reminders and descriptions of useful tools, techniques, and games. They are referenced in the "Being With Youth" and "Promising Activities" sections of this manual (p. 7-18 and 113-218, respectively).

They are divided into five categories: Assessment, Planning, Implementation, Evaluation, and Games, Songs, and Other Activities or "60 Things to Do on the Spot."

ASSESSMENT TOOLS[65]

FOR VOLUNTEERS...

In addition to these assessment tools, consider adapting the tools for youth that begin on page 89.

YOUTH DEVELOPMENT ASSETS IN YOUR COMMUNITY

Growing up is more than a matter of getting older. Childhood and adolescence are a process of becoming a part of a society. It is the process of learning the values and mores of a particular way of life. As U.S. Americans, we have grown up to value such ideas as independence, self-reliance, and personal freedom. We believe that "all men are created equal" and that "anyone can grow up to be president." We learned these and other values from our families and our teachers. We learned—and practiced—them in the clubs and teams of which we are a part. We learned them consciously and unconsciously. As you certainly know by now, not all societies put the same emphasis on these values as we do.[66]

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Adapting the 40 Assets to Your Host Culture

The 40 assets identified by the Search Institute and described in the table on the next page have been found to be important to youth in the United States. The eight asset types into which the 40 assets are grouped are described in detail on pages 45-59. They are:

- Support
- Empowerment
- Boundaries and expectations
- Constructive use of time
- Commitment to learning
- Positive values
- Social competencies
- Positive identity

While the eight asset types seem to be widely accepted, the specific developmental assets needed to support each asset type may vary in different cultures. For example, spending time at home (asset 20) may not be as important in many cultures as spending time with family and community members who are engaged in farming, microenterprise, or other economic or social activities outside the home. Achievement motivation (asset 21) and placing a high value on promoting equality (asset 27) may not be assets and may even be liabilities in cultures where status is ascribed. Cultures that value saving face may not value honesty (asset 29). Planning and decision making (asset 32) may be less important in cultures that do not share our linear concept of time. Holding a positive view of the future (asset 40) may not be helpful in cultures that see the future as in the hands of a higher power or fate. Finally, it is important to note that the framework focuses heavily on relationships with schools and parents, either of which may be absent for the youth with whom you work.

ASSET TYPES

- ☐ Support
- ☐ Empowerment
- ☐ Boundaries & Expectations
- ☐ Constructive Use of Time
- ☐ Commitment to Learning
- ☐ Positive Values
- ☐ Social Competencies
- ☐ Positive Identity

For each of the eight asset types consult with your Counterpart, other local adults, and local Peace Corps staff to answer the following questions as you plan your activities with youth in your host community:

- ▶ Are the developmental assets that support this "asset type" important in your culture? If not, are there others that might be substituted?
- ▶ Do these assets already exist in your community?
- ▶ Without spending a lot of money or starting up new programs, how can you work to provide them or to strengthen those that already exist?
- ▶ How do the assets affect boys and girls differently?

40 Developmental Assets

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EXTERNAL ASSETS

ASSET TYPE	ASSET NAME	DEFINITION
Support	1. Family support	• Family life provides high levels of love and support
	2. Positive family communication	• Parent(s) and young person communicate positively and young person is willing to seek advice and counsel from parent(s)
	3. Other adult relationships	• Young person receives support from three or more non-parent adults
	4. Caring neighborhood	• Young person experiences caring neighbors
	5. Caring school climate	• School provides a caring, encouraging environment
	6. Parent involvement in school	• Parent(s) are actively involved in helping young person succeed in school
Empowerment	7. Community values youth	• Young person perceives that community adults value youth
	8. Youth as resources	• Youth are given useful roles in the community
	9. Service to others	• Young person serves in the community one hour or more a week
	10. Safety	• Young person feels safe at home, at school, and in the neighborhood
Boundaries and Expectations	11. Family boundaries	• Family has clear rules and consequences and monitors the young person's whereabouts
	12. School boundaries	• School provides clear rules and consequences
	13. Neighborhood boundaries	• Neighbors take responsibility for monitoring young person's behavior
	14. Adult role models	• Parent(s) and other adults model positive, responsible behavior
	15. Positive peer influence	• Young person's best friends model responsible behavior
	16. High expectations	• Both parent(s) and teachers encourage the young person to do well
Constructive Use of Time	17. Creative activities	• Young person spends three or more hours per week in lessons or practice in music, theater, or other arts
	18. Youth programs	• Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations
	19. Religious community	• Young person spends one or more hours per week in activities in a religious institution
	20. Time at home	• Young person is out with friends "with nothing special to do" two or fewer nights per week

40 Developmental Assets

(continued)

INTERNAL ASSETS

ASSET TYPE	ASSET NAME	DEFINITION
Commitment to Learning	21. Achievement motivation	• Young person is motivated to do well in school
	22. School engagement	• Young person is actively engaged in learning
	23. Homework	• Young person reports doing at least one or more hours of homework every school day
	24. Bonding to school	• Young person cares about her or his school
	25. Reading for pleasure	• Young person reads for pleasure three or more hours per week
Positive Values	26. Caring	• Young person places high value on helping other people
	27. Equality and social justice	• Young person places high value on promoting equality and reducing hunger and poverty
	28. Integrity	• Young person acts on convictions and stands up for her or his beliefs
	29. Honesty	• Young person "tells the truth even when it is not easy"
	30. Responsibility	• Young person accepts and takes personal responsibility
	31. Restraint	• Young person believes it is important not to be sexually active or to use alcohol or other drugs
Social Competencies	32. Planning and decision making	• Young person knows how to plan ahead and make choices
	33. Interpersonal competence	• Young person has empathy, sensitivity, and friendship skills
	34. Cultural competence	• Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds
	35. Resistance skills	• Young person can resist negative peer pressure and dangerous situations
	36. Peaceful conflict resolution	• Young person seeks to resolve conflict nonviolently
Positive Identity	37. Personal power	• Young person feels he or she has control over "things that happen to me"
	38. Self-esteem	• Young person reports having high self-esteem
	39. Sense of purpose	• Young person reports "my life has a purpose"
	40. Positive view of personal future	• Young person is optimistic about his or her personal future

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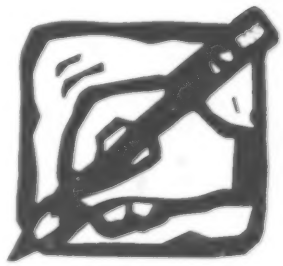
OBSERVATION[67]

Observation means gathering information through all five senses. Our observations are always colored by our culture, upbringing, and personal experience. Because we put our own interpretations on what we notice, observations can be used as a reliable source of information only when they are directed at what we want to know, learn, and understand and when they follow a fixed plan so that things are observed in a thorough, efficient, and unbiased way. Observation is a skill that must be learned.

Open or Unstructured Observation

As a Volunteer living in a community, generally you will be doing what is called "participant observation." In participant observation, the observer shares the life and activities of the people in the community. Through participation, you will get an insider's view of what is happening. You can consider almost everything you do with community members as an opportunity to conduct participant observation and to learn about the culture and community in which you live. You might use participant observation to learn about "coming of age" rituals, how youth spend their time, what formal and informal educational opportunities exist for boys and girls, or whether participation in certain youth activities varies with gender, ethnicity, or socioeconomic status.



To make your observations focused and systematic, you need first to decide what you are going to observe; you then need to record what you have observed for later reference. In fact, the difference between participant observation and casual observation is the recording of what is observed. Don't trust your memory! Record your observations daily in a journal; this journal can be a useful reference for you, as well as other Volunteers who come to your site after you leave.

There is only one important rule about making observations and taking notes: Beware of adjectives! For example, instead of writing, "The daughter spent *less* time on her studies than the son," write, "She studied for approximately an hour after she had cleaned the kitchen. He studied for about an hour before and an hour after the evening meal." Be concrete in your descriptions. While you are writing, ask, "If someone else read this, would they be able to visualize exactly what I observed?"

Structured Observation

Observations are described as structured when a list that contains a fixed number of points to notice is used and applied in a predetermined number of situations or with a predetermined number of people. Structured observations generally provide quantitative information. Perform structured observations only after you have done quite a bit of unstructured observation so you can understand exactly what you want to measure. You can observe performance (e.g.,

tasks like completing math problems or describing healthy behaviors). You can gather information about duration, such as how long a person spends waiting for a bus or cooking a meal. Structured observations can measure frequency, such as how often boys and girls speak at a club meeting. They can also measure products such as the number of chairs, books, or pencils in a school.

ASKING QUESTIONS[48]

Knowing how to ask questions is one of the most important skills a Volunteer can learn. What questions you ask and how you ask them will determine what and how much you are able to learn from and communicate with community members. Some question forms may be more acceptable than others; some may be offensive. You will be able to learn and communicate just about anything if you ask the right questions in the right way! If you have set up an interview with a youth or adult in the community, prepare a list of questions in advance, but be ready to allow the conversation to take a different turn. If you are not formally interviewing someone, be careful to ask no more than two questions in a row. Rapid-fire questions in the context of an informal conversation can feel like an interrogation and shut down communication.

Some types of questions you might ask include:

- Experience/behavior questions help you find out about what a person does or has done. They help you to obtain descriptions of experiences, behaviors, actions, and activities that would have been observable if you had been present. *If it were Tuesday after school, what would you be doing?*

- Opinion/value questions help you understand people's goals, intentions, desires, and values. *What would you like to see young people doing more of? Less of? What would you like to see the community doing for young people? What would you like to see young people doing for the community?*

- Feeling questions help you understand emotional responses to a person's experiences and thoughts. *How do you feel about your experience at the health clinic?*

- Knowledge questions help you find out what factual information the person knows. *How many children or young people in your family attend school? Where do young men and women get together with their friends?*

- Background/demographic questions help you understand the person with whom you are speaking in relation to other people. They might include questions about a person's age, education, occupation, place of birth, and relatives in the community.

- Ask closed-ended questions that can be answered with a "yes" or "no" or another one-word answer such as: *What school do you go to? Who is your favorite singer? How many of you walked to this meeting today?*

- Ask open-ended questions that encourage people to talk about what they think, do, and feel such as: *Would you tell me about what kind of work girls do? Can you explain why you think participating in sports is a good idea? Could you describe your typical day? Can you say more about why you look up to her?*

- Remember never to ask a leading question or one that suggests a specific answer if your goal is to encourage young people to discuss an issue and make their own decisions. Some examples of leading questions: *Don't you think it's bad for young people to drink alcohol? Isn't it true that having a party is the best way to get everyone involved?*

- Use probing techniques, including being silent, repeating a sentence or part of it, nodding your head, and maintaining culturally appropriate eye contact and body position, such as avoiding crossing your arms or legs.

INFORMAL INTERVIEWS

One of the best ways to get to know the youth's world on their terms and from their perspective is to spend time with youth where they spend their day. Go to a school or youth program and talk with the young people there. Youth may not be open to a stranger coming in and interviewing them at first. It will take some time to get to know the youth and become acquainted with them. Don't intrude; try to stay in the background and observe. Go to listen and learn, not to teach or advise. This cannot be done in one visit. Eventually you will be able to ask them about their needs, interests, hopes, aspirations, and everyday life. Listen with an open mind. Try to really understand (not necessarily agree with) what their views are and what their life is like.

Once you have gotten acquainted with the youth, one good discussion strategy is to ask them how they spend their day. This will give you a good feel for what their life is like. (Make sure they are telling you what they really do, not what they think you want to hear.)

This exercise is especially useful with youth you begin to work with. After talking with them, write down their answers and note the date the discussion took place. Repeat this discussion several months later and compare notes. In this way, you can judge what kind of impact you are having on the youth you work with. If you see a change over time from aimless, destructive, or unproductive use of time to time spent in working toward a goal (job, education, constructive activities, etc.), you can conclude there has been some positive change for the youth. (Be sure you look at this through the values of the local culture and not through American values concerning goal-directed behavior.)

Think about a specific youth (or youths) you know and write a brief description covering the following points:

- Youth's role in the community: youth's perception and adult community's perception
- Expectations adults have of this young person
- What his or her family/home life is like
- Who the authority figures are and how he or she relates to them
- Strengths and challenges as a potential employee and/or student
- Lifestyle: how this young person spends the day and who he or she spends time with
- Music, dress, or language that is unique
- Needs of this young person: as he/she sees them and as the community/family sees them
- Hopes or goals for this youth for the future: youth's perspective and family/community perspective

FOR YOUTH...

(From "Adolescent Community Baseline Needs Assessment," page 117)

THE COMMUNITY MAP

Community mapping can be used to orient a group of youth with regard to their surroundings. They know their community very well but may never have tried to describe it, let alone draw it. Divide the group into pairs and send them out to draw certain sections of their community. Ask them to include as much detail as possible, such as houses, streets, landscape, parks, where youth live, where community leaders live, where clubs or social groups gather, and major buildings. Then ask them to come together and draw one large community map on construction paper. Or try this in single sex groups first, then bring them together to discuss the two maps. Try the same with groups of youth and groups of adults. Ask them to indicate places that are good for young people and places that are not. Discuss the similarities and differences between the maps. Use this visual representation of the community to determine what kinds of health (or other) services are needed and where they should be located.

NOTE: ***You can use community mapping to orient yourself to your host community. Plan a walking tour early in your stay. Take a child or other community member with you. Ask your companion to point out where leaders live, where important community centers are located, and any other places he or she thinks you should know about. Try this a few times with men and women and with boys and girls of different ages or backgrounds.***

THE VENN DIAGRAM

Use this activity to orient the youth group. Have them draw a symbol for the community's youth in the center of a piece of construction paper, then draw symbols for each community organization, social group, or institution, and locate the symbol depending on how involved that particular organization/group/institution is in the lives of the youth in the community. The symbols that are placed close to the center of the construction paper are more involved than those placed away from the center. The youth group can do this same exercise with other topics also. This activity helps the young people see possible sources of support for future activities. The diagram may also help them see where they might want to focus some attention in order to improve communication between youth and certain organizations of the community.

BRAINSTORM

This activity provides the meat of the needs assessment. The youth group brainstorms about what types of questions are appropriate for the needs assessment. They also make a list of the questions they will ask the community's youth during their interviews. First, allow them to suggest any questions that come to mind related to the topic (this is the brainstorming part). After they have made a list, ask them to identify the questions that are relevant to the objectives of the needs assessment. They should be questions about how the youth feel, what they know, and how they think the problem can be addressed.

GROUP INTERVIEWS WITH COMMUNITY YOUTH

These interviews are a lot of fun because they bring many opinions out into the open. It is important that the youth group understands and explains to the 12-15 community youth that this is a session to record opinions and thoughts and *not* to judge or discuss the topics. This is a survey type interview, not a dialogue. The whole youth group should be involved in this activity. One person is in charge of talking and asking the larger group of youth questions. This person is also responsible for the tape recorder. Recording the sessions is important so that the information can be reviewed in case something is missed. It is important that the interview be recorded anonymously. The rest of the youth group is in charge of writing down what the participants say to the questions without intervening in the interview. Each person should be in charge of writing the responses of three to four participants. Before the interview, the youth group should decide who will record which participants.

IN-DEPTH INTERVIEWS WITH YOUTH

These interviews are run with two to four individual youth from the community. The purpose of in-depth interviews is to delve into the topic. These interviews are also recorded and are anonymous. Only one or two youth group members should be involved in the interview to ensure a comfortable environment for the person being interviewed. (See "Asking Questions" and "Informal Interviewing," pages 86-87, for more on this topic.)

COMPILING INFORMATION

This is where a lot of the work comes in. The youth now divide up the information and compile the results. Each question should be presented and the individual responses written out, along with the statistics of how many females or males responded a certain way to each question. This requires a lot of writing, so it helps to find a computer.

PRESENTING THE INFORMATION

This forum with the community should be fun and festive. It should be a chance for the youth group to impress the community with the information they have collected and analyzed. The Volunteer can decide with the group how they want to organize this presentation.

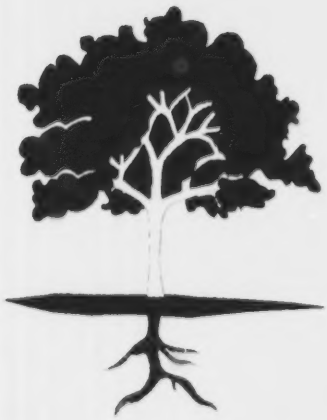
BEST COPY AVAILABLE

PLANNING TOOLS

(From "Planning, Implementing, and Evaluating a Youth Development Activity" pages 60-74.)

SOLUTION TREE[69]

The purpose of this exercise is to help people involved in planning to formulate connections between their resources and their goals, discuss the concept of "winnable victories," and describe what incremental steps they will use to achieve their goals.



Begin this exercise by selecting a local plant and drawing a picture of its *seed* under the ground. Explain that this seed symbolizes the participants' hidden skills and knowledge. Draw a *stem* breaking through the ground and putting forth *leaves*—representing the means of achieving their goals, and their goals/dreams/hopes, respectively. Then draw *roots* leading from the seed down into the ground. Explain that these help to nourish the seed and allow the plant to develop. The roots symbolize resources within the community. Ask the participants what might be some of the resources necessary to support activities in their community. Examples might be verbal encouragement, community recognition, human resources, material resources.

Finally, draw the plant giving off *new seeds*. This symbolizes empowering others or giving something of value back to the community; providing an example of success encourages others. Discuss the fact that all parts are necessary, even the seeds the plant gives off, if it is to regenerate itself. Make an analogy between the plant and a community—that both need to be nourished and grow in order to flourish. Now, introduce Saul Alinsky's concept of "winnable victories," or the idea that in order for people to gain self-confidence, it's necessary to start small and "win" with small achievements or "victories." If people try to tackle something too big, they may not be able to see the progress they're making and become discouraged, thereby damaging their self-esteem. Ask the group: "What are some goals that you've been able to achieve in the past?" "What were some of the incremental steps, the 'winnable victories,' that inspired you along the way?" List these on large paper.

Have each group draw a large tree on paper or a chalkboard. Have them write in a number of their skills and knowledge to represent their "seed" and their selected hopes and dreams as the leaves. It's okay if it's a very *large* seed! Have them also list what stems (the *means)* are necessary to go from skills to dreams, and what roots (the *resources*) may be needed to support their activity. Just as a plant has leaves at different heights, the groups should consider what "winnable victories" they will go for before reaching out for the upper heights of their hopes and dreams.

Have each group share its drawings with the large group and explain the different parts.

CHOOSING A "WINNABLE VICTORY"[70]

For some groups the one "winnable victory" may be obvious. For others, a choice may need to be made among a number of options. When the group is large or there seem to be a number of "winnable victories" on the table, consider the process below to help the group make its decision.

Write these criteria for effective youth activities on large paper or a chalkboard. Invite the group to consider the list and ask if anyone has criteria to add.

- Can include youth in the planning, implementation, and evaluation of the activity
- Can have an immediate and visible impact on youth
- Is easy to do
- Is not costly in terms of money, time, energy, or status
- Is compatible with cultural beliefs about youth
- Is already a priority of other individuals, agencies, and organizations in the community involved in youth work
- Other

Ask participants to propose "winnable victories." List a maximum of five on a large sheet of paper and number them. Invite participants to discuss them in light of the criteria you have selected. Invite them to use the criteria to evaluate each of the suggestions. Ask participants to write yes or no under each action for each criterion. Add up the number of yes answers for each suggestion. This will provide you with the "winnable victory" that this group feels best meets the criteria.

NOTE: ***If two solutions are tied or very close, you have some options for how to proceed. Consider doing both of them if you have the resources and skills; if that is not an option, discuss them again. If there is more energy or enthusiasm for one than the other, choose that one—it is more likely to get done!***

FORCE FIELD ANALYSIS:[71] ASSETS AND OBSTACLES

This exercise is designed to help participants identify both driving and restraining forces that might have an impact upon achieving a particular solution.

Begin by acknowledging that even achievable solutions or "winnable victories" will encounter many forces that contribute to their success or failure. Say that one of the ways of analyzing potential activities is looking at *all* of the forces that come into play.

Diagram and explain the force field analysis concept:

GOAL, OBJECTIVE, OR PROBLEM TO BE SOLVED

Driving Forces	—>	<—	**Restraining Forces**
	—>	<—	
	—>	<—	
	—>	<—	
(Forces favoring the change.)			**(Forces resisting the change.)**

Have the group consider and record a list of driving forces and restraining forces that can contribute to the success or failure of the activity.

Questions to consider:

- What strengths within the community will help the community or the activity to go forward?

- What key barriers exist that need to be addressed?

Have them break into small groups with each group selecting one of the restraining forces mentioned. With the goal of "How can we overcome the problem of _____?" have them do a second analysis on their own particular restraining force. Groups will then report their findings back to the large groups.

TASK ANALYSIS

This activity is designed to determine who might be best suited to fulfill a particular task so as to fully utilize the available skills within a group.

Have the group brainstorm different tasks that would be necessary to achieve the overall goal they have chosen. With the tasks listed on large paper, have the participants pair up with each other and ask, "What skills would you need to complete task #1?" Have the pairs work through the entire list and come up with a related list of required skills, which they will report to the others. List the skills on a separate sheet of large paper and have the teams match them with the individual(s) most likely to be able to provide those necessary skills. Consider also pairing people who want to learn a new skill with those who already have it.

ADVISORY BOARDS

Advisory boards are helpful assets to outside groups who are interested in promoting development activities within a particular community. They can also be assets for a community group, within an activity setting, that wishes to broaden its base of support for or understanding of developmental activities.

Discuss what characteristics might be helpful in selecting individuals to serve on the advisory board. For example, you might want people who are good liaisons between the community and outside groups, people who have a good idea of the inner workings of the community while at the same time are knowledgeable about how NGOs/government ministries operate. Have each person write down as many characteristics as he or she feels are important. Ask a few volunteers to share their lists with the large group and then have the group select their top 10 components. Taking the top 10 list, have each person write down individuals within their communities whom they feel possess these characteristics.

Ask a few participants to share the names and occupations of the top five people on their lists, requesting that the group listen for any patterns that might exist (e.g., schoolteachers, mothers, religious leaders, etc.).

Make a list of people the group agrees would be good to have on the advisory board and decide how you will invite them to do so.

IMPLEMENTATION TOOLS

MANAGING GROUP DYNAMICS

FACILITATING GROUP DISCUSSIONS

As a Volunteer, you may be in the position to facilitate meetings and discussions. Learning group facilitation skills will be useful for you, your Counterparts, and the youth you work with. Here are some tips for successful meetings.

1 Getting Started

Create a comfortable environment. Choose a location that is free of distractions. Set up chairs and/or tables in a circle or semicircle. Provide refreshments if possible. Greet people as they come into the room. Wait a culturally appropriate amount of time for the participants to arrive, and then open with an explanation of the purpose of the meeting, how long it will last, and the agenda. Consider using an icebreaker to motivate or involve young people in the discussion.

2 Setting Ground Rules

All groups benefit from establishing ground rules for how they will work together. Agreeing on ground rules at the beginning of a group's work together can help the group manage conflict later. Ask the young people to work in pairs or small groups to come up with answers to the question "What can we do to help this group work well together?" (Then make a common list.) Some useful ground rules might include:

- Avoid interrupting
- Be respectful
- Encourage others
- If you have a problem with someone, speak directly to that person
- Participate
- Listen openly
- Speak for yourself
- Have fun (but not at the expense of another)

3 Managing the Discussion

Your role as facilitator is to ask questions that help the group talk about the topic they have come together to discuss (see "Asking Questions" on page 86 for more on this), to encourage everyone to be involved in the discussion, if necessary, and to remind participants of the ground rules.

If you are facilitating a youth group or a group that includes youth and adults, it is particularly important to make sure everyone feels free to speak. In every group, there will be quiet members and those who are eager to speak up. Your job as facilitator is to make sure that everyone who wants to contribute has the opportunity to do so. Following are some "typical" kinds of participants and tips on how to manage their participation.

- **Dominant participants**—Avoid eye contact, turn away slightly, call on others, and politely explain to the talkative participant that you'd also like to hear from other people.

- **Shy participants**—Use eye contact to encourage their participation, observe them closely for signs that they want to speak, ask them easy questions.

- **Leader participants**—Be aware if one member seems to be an informal leader that others look to before they make decisions. Draw out other participants, but be sure not to insult the leader. He or she can be helpful in moving the group forward.

Be sure to consider any cultural issues that might be affecting participation and work with your Counterparts or other adults to determine how to address them. If it is inappropriate for males and females to discuss certain topics together, for example, you may want to break the group in two.

Don't worry too much if the discussion moves into areas that were not on the original agenda. Part of creating a supportive environment involves allowing young people to talk to each other freely. A group may need to do this in order to feel comfortable together, particularly in the early stages of its development. Toward the end of the meeting time, gently pull the group toward a discussion of agreements or next steps. Groups can be very efficient if they have been given the time and freedom to get to know one another and develop trust.

4 Closing the Meeting

Be sure to close the meeting. Ask participants to summarize their decisions and what they will do next. Choose a date and time for the next meeting or activity and thank everyone for participating.

TOOL

SOME ICEBREAKERS

1 Human Knot

Tell the participants to form a big circle facing inward and to stretch out and cross their arms in front of themselves. Then ask them to close their eyes, slowly advance toward the middle of the circle, and grasp one other participant's hand with each of their own hands. Be sure that three hands do not join and that participants are holding hands, not wrists. Tell participants to untangle the knot without letting go. They may end up in two or more circles.

2 All Aboard

Choose a tree stump or another item that is heavy and stable. Explain to participants that it is their job to get everyone onto the tree stump and stay there for 10 seconds, or fewer if you have a big group and a small stump.

3 Spider Web or Cobweb

Have participants form a circle. Give one a ball of string, yarn, or cord and ask this participant to say his or her name and share one other piece of information, such as a hobby or favorite food, then toss the ball to someone else. When everyone is connected, you can disentangle the web in reverse order. This time, before returning the ball of string to the one who passed it to him/her, have each person try to repeat the information that was presented by that person. You can structure this activity to fit the objectives of the workshop by asking participants to share an expectation or a question about the topic at the beginning, for example, or an action that will take place after the workshop is over.

4 Processing Icebreakers or Group Dynamics Exercise[72]

Use the questions below to help participants examine how they work together and what might be getting in their way. The following questions can help your group process the experience:

- Did everyone contribute some suggestions toward the solution? Why or why not?
- Did anyone take on the role of group leader? What did that person do to cause you to identify him or her as the leader?
- What were some examples of helpful leadership?
- Did conflicts arise in the group? How were they handled?
- In what ways did working as a team make you more successful? In what ways did it hinder success?

MANAGING CONFLICT

Whenever people come together there is a potential for conflict. The fact that conflict exists is not bad in and of itself, for we can learn to communicate and work with people even when we disagree. Properly managed, conflict can provide opportunities for growth and learning. Young men and women will bring many experiences with conflict to their work with you; helping them to understand conflict and use it productively will provide them with a valuable life skill. Be sure to keep in mind that different cultures handle conflict differently. In the United States, we tend to value an open approach to handling disagreements. However, even in the United States, individuals vary enormously in their approaches to conflict. Keep this in mind and work with your Counterparts to understand your host community's typical conflict management style.

If you are in the position of mediating a conflict, consider using the following model:

Steps to Resolving a Conflict[73]

1. Establish Ground Rules

Make sure that both parties agree to:

- Resolve the conflict using compromise or win-win strategies, not aggression or passivity
- Treat each other with respect
- Confidentiality—decide what will and will not be shared with others

2. Define the Problem

Begin by allowing each person to objectively state the problem or tell his or her side of the story. The mediator can ask, "What happened?" or "What is the problem?" or "What was the incident that brought you here?" Concentrate on facts, leaving out blame and shame. Separate the problem from the people who caused it. As the mediator, repeat back all stories for clarification and agreement before moving on.

3. Express Feelings and Needs

Allow each person time to express feelings and unmet needs that relate to the problem. The mediator can ask, "How did you feel about what happened?" and "What did you need at the time of the conflict that contributed to the problem?" Encourage both parties to use "I" messages rather than blaming the other. Explore what might be at the root of the person's anger, such as past conflicts, fear, and hurt feelings. As the mediator, repeat back all that was said for clarification and agreement before moving on to the next step.

4. Create Options

Explore what can be done to resolve conflict. Invite the disputing parties to suggest solutions without evaluating them. Ask "What would you like to see happen?" or "What needs to happen in order to resolve this problem?" You can lighten the mood and encourage creativity by inviting silly, unrealistic solutions at first.

5. Bargain Toward Agreement

Allow disputing parties to bargain toward an agreement. Step in only if the ground rules are being broken. Remember that the solutions must come from the people involved or they won't stick. Once they have reached an agreement, repeat it back to them to clarify. If they cannot concur after a reasonable period, acknowledge this and set up another meeting time to try again.

6. Set Goals

Help draw up a plan composed of very small steps toward the solution. These should be specific and not too demanding. When they are followed through in sequence, the goals will gradually dispel mistrust, create a feeling of success, and bring about a degree of cooperation. Set a timetable and meeting time to evaluate progress.

COMPUTER ACTIVITIES

(From "Computer Skills Training" on page 135)

THE INCREDIBLE FLYING DINOSAUR!

Provide students with a handout featuring a short story of an amazing archaeological find: a feathered dinosaur. Ask them to type the story in Microsoft Word using a specific font and size. After they finish writing, discuss what the dinosaur looked like. As a group, brainstorm ideas. Then assign each to draw what they envision using **Paint**. Then, by using "copy and paste," have the students create an illustration for the story.

NOTE: ***Story ideas can come from the news, periodicals, or folk tales.***

ON THE ROAD...IN _____

Distribute a handout with handwritten notes with the following information about the country you have chosen:

- Major towns
- Area codes
- Distance from the capital city
- Population
- Sites to see

Make sure that everything is jumbled!
Introduce the activity by saying:

> *A family from a faraway place is planning to visit your country for a vacation. Everyone in the family is very excited. The children quickly write down the places they want to visit. Unfortunately, it is all mixed up.*

Use Microsoft Excel to create a chart and organize the data so that the family will have a great trip.

NOTE: ***This is a great way to review local geography.***

COOKIES!

Why not create an activity where students type up a recipe for a tasty treat? Print up your favorite cookie recipe as a handout or write it on newsprint. Have students copy and organize. It's a great way to practice Microsoft Word features such as word art, bullets, numbering, font adjusting. It's also a chance to practice and use measurements. Of course, it's even better if the cookies can be prepared for eating after the class.

ECOLOGY LEADERSHIP TRAINING ACTIVITIES

(From "Environmental Camps for Youth Leadership" on page 146)

SENSORY WALK

Participants are asked to isolate the use of senses to experience their surroundings.

SNAPSHOT

Divide participants into pairs. Blindfold one of the two and have his/her partner lead him/her to an object or scene. Tell those wearing blindfolds to act as a camera by taking a mental picture of what he or she sees when the blindfold is taken off. Switch roles and repeat the activity. Have participants draw what they saw as a camera and present it to the group.

GREEN UMBRELLAS

Have participants place soil in their palms. Pour water over it, demonstrating the effect of rain on the forest floor when deforestation has eliminated the canopy cover and root system. Then ask participants to hold their empty hand over the hand containing the soil to simulate the effectiveness of the canopy cover and root system. Pour water again and show participants that the soil has remained intact. Follow this exercise with a discussion on soil erosion and deforestation.

HABITAT LAP SIT

Participants stand in a circle. Identify an ecosystem. Ask participants to brainstorm living things in that ecosystem. They can name the flora and fauna that they encountered during a hike or other experience. Compress the circle so that everyone's shoulders are touching. Ask everyone to turn to the left (or the right) so that everyone is facing another person's back. Ask participants to sit simultaneously so each person is sitting in another person's lap. Explain the concept of interdependence. Each forest creature relies on another to live. Each creature is threatened when any one creature in the habitat is eliminated. Introduce an event into the circle, such as deforestation or poaching, that causes the elimination of a creature. Ask that person to leave the circle. This will cause the collapse

of the circle or habitat. Discuss habitats, niches, and interdependence. Ask the participants to consider local issues that could lead to the extinction or threatening of life.

SOLID WASTE MANAGEMENT

Have participants clean an area nearby. Demonstrate that some pieces of waste, such as cans and sticks, can be used as instruments or to create a sculpture. Have participants turn the waste into instruments and create a song about trash, or a sculpture. Share these at the closing ceremony.

FISHING DILEMMA

This activity introduces a discussion on overfishing. Participants are divided into teams that represent fisher folk in a village. Tell them that they can sell their fish and receive points, but, with each round of the game, only a percentage of the fish sold will be returned. Play three rounds. The team with the most points wins. Follow this with a discussion of overfishing and environmental degradation, discussing ways to prevent this. Introduce the concept of advocacy and raising public awareness on the issues that affect their lives.

COASTAL TREASURE HUNT/SNORKELING

If you are near the water and can do so safely, take the participants snorkeling. Use life vests and make sure that you have a facilitator per two participants. Ask them to choose two or three creatures they see on the reefs and to identify their surroundings, actions, and physical descriptions. Discuss water safety, rules, and the use of the mask and snorkel with the participants.

REFORESTATION GAME

(From "Camp Peace Corps" on page 130)

The objective of this game is to show children how trees disappear from their community and how they can prevent deforestation by replanting. You will need to set up the area by placing about 30-40 small trees in a model forest near your teaching area. One method involves taking small wooden brochette sticks and attaching a heavy piece of green plastic to the top.

Sit the students in a circle. Discuss the types of trees they have in their area. Pass around a drawing pad and ask each student to draw something that his or her family uses trees for. Responses will include things like furniture, food, cooking, medicine, and shade. Ask them to tell you where they get all of this wood. They will say a forest. Using the cooking example, tell them that is good because you are rather hungry and you want to cook. Show them one of your model trees and then show them the forest. Now indicate that they will be allowed to take wood from your forest only one tree at a time and bring it back to your cooking area. Send them out to get as much wood as they can.

In about a minute they should have cleared the forest. Sit them down and ask them what they are going to do for wood now that the forest is gone. Point out that there is no more shade, and ask them if they notice in their own village how far the women go to look for wood. In some villages, they even have to buy wood from other villages.

Pick someone from the group and point out that this person has seen the problem and has decided to do a reforestation activity. Tell the player to take the trees one at a time and place them back in the forest. Give her a few seconds to get about 10 trees planted and then announce that you need more wood for the village and send out all of the other kids to bring back one at a time. The lesson is obvious. One person can't plant for the whole village. Discuss the work it takes to create a tree nursery and how it is better done by the community than individuals.

In the third and final round, make your message clear. Have every person but one plant trees in your village and then make the last person try to cut down the whole forest while five others are planting. It won't be possible. Tie up the lesson by showing the young people seeds from their local trees and suggesting how they might create a tree nursery themselves.

GIRLS' EMPOWERMENT ACTIVITIES

(From "Girls' Empowerment Workshop" on page 162)

GIRLS CAN DO ANYTHING! BANNER

This activity is designed to get girls to think about all the possible careers open to them and to create a banner as a memento of the workshop. This is a brainstorming activity and an art activity combined into one. First, the girls are divided into groups and challenged to come up with at least 100 different careers or jobs that a woman can have. When a group completes the list, each of its members is invited to dip her hand in paint and put her handprint on a banner that says **Girls Can Do Anything**! Below her handprint she writes any one of the 100 careers from the list and signs her name below it. Ask the participants: What do you want to do when you finish school? How did you decide? Who are your role models?

PARTICIPANT-LED DISCUSSIONS

This activity is designed to encourage participants to explore a variety of women's issues so as to expose the girls to different viewpoints concerning these issues. Before breaking up into small groups, everyone brainstorms to come up with a list of topics to discuss. Some popular topics are: Succeeding in School, The Woman's Body, Student-Teacher Relations, Girls in Science, Household Chores vs. Studies, Career Opportunities, Boyfriends/Sexual Pressure, Sexual Harassment, Girls' vs. Boys' Education, Women's Role in Society, Bride Price, Female Circumcision, Birth Control, Teenage Pregnancy, Effective Study Skills, Sexual Health/Sexuality, Peer Pressure, Marriage, HIV/AIDS, and Women's Place in Society.

Each topic is assigned a specific meeting space and students are asked to volunteer to facilitate. The girls then go to whichever discussions interest them. The discussion groups can be small or large. Students are free to move on to a different discussion group at any time. We refer to this as the two-foot rule. It means they are free to use their two feet to *walk*. After the allotted time, the students are given an additional half-hour to prepare presentations on the content of their discussions. They can compose songs, draw pictures, prepare skits, make magazine collages, or use any other method to convey their ideas to everyone else.

DEBATE

This activity provides a forum for discussing controversial issues and encourages the girls to speak out and express their opinions. A debate provides a well-structured opportunity for girls to formulate arguments and express their views. The session is introduced the night before so that the students have time to set some motions, organize teams, and prepare points. Examples of motions include:

- A schoolgirl who becomes pregnant should not be allowed to continue with her education.
- It is more important to educate a girl than it is to educate a boy.
- Bride price is a practice that should be abolished.
- Female circumcision is an important rite of passage and should therefore be preserved.
- Single-sex schools are better than co-educational schools for the education of girls.
- It is a woman's duty to keep house for her husband.
- Women have the sole responsibility for family planning/birth control.

The students are divided into teams of approximately six and decide on which motions to debate. A chairperson is chosen to call on speakers and act as moderator/timekeeper. After discussing the rules and guidelines, the first two teams begin, with the side proposing the motion speaking first. The first speaker on each team is allowed five minutes to make her team's points. Each subsequent speaker is allowed three minutes and the debate continues back and forth with the remaining speakers on each team elaborating and/or rebutting. The final speakers make the teams' concluding remarks after a brief discussion with their teammates. At the completion of the debate, the floor can be opened up for further discussion and debate from the audience. Informal voting by a show of hands can determine the winner based on the strength of each team's arguments. The teams then switch places with the audience and the new teams debate the next motion.

PANEL OF DISTINGUISHED WOMEN

The panel is designed to introduce the girls to successful and prominent women in the community, to motivate the girls to continue to work hard in their studies,

to encourage them to struggle through difficulties, and to answer any questions they may have concerning education and careers. A panel of five to 10 women from various fields of work is invited to come and spend a few minutes talking to the girls about themselves. Possible guests might include government official, police officer, NGO worker, business owner, doctor, accountant, postal clerk, engineer, banker, nurse, computer specialist, secretary, and homemaker.

Following the introductions, an informal question and answer session allows the girls to ask general questions addressing the entire panel or to direct specific questions to individual women. Early preparations are crucial in order to have a successful panel. Make the initial contacts several months in advance and follow up later to ensure their attendance. It is important to be clear with the guests about what the financial arrangements will be for transportation costs, meals, and other expenses.

CLOSING CEREMONY

To allow the girls to recognize what they have accomplished and to add formality and a sense of closure to the entire event, you can hold a closing ceremony. Ask the head of the host school or another guest to make a closing speech to end the festivities. To make things a little livelier, consider these creative ways to wrap up the event and celebrate the accomplishments of the weekend:

- Prepare and present certificates of completion of the conference to all participants.
- Tell each girl to tape a piece of paper on her back. Allow the girls to walk around and write positive things about each person on her back. At the end, have them take their papers off and read what others have written about them. This activity also gives the girls a chance to exchange addresses.
- Have each school present an original song about women's issues.
- Have a candle-lighting ceremony. Give each girl a candle, turn off the lights, and pass the flame from the first girl on to everyone else until the room is bright with candlelight. This signifies unity and cooperation among the members, and demonstrates that a candle has nothing to lose by lighting another candle.
- Organize a disco party with sodas and unwind after all the sessions.
- Videotape the entire event and watch the highlights over supper.

EVALUATION TOOLS

DAILY EVALUATION OF A WORKSHOP

The principal idea is to involve the participants, not the planners, in evaluating a workshop. Ask a few youth to interview different people in the group. To ensure diversity of feedback, organize the participants to be interviewed in different categories such as staff, local youth, youth from other areas, host country Counterparts, and presenters. Interviewers can use questions such as the ones below to conduct short interviews on a daily basis with members in each category. The notes from these interviews can be summarized and reported each morning to the entire group. The coordinator of the evaluations can also take some of the concerns to the planners for immediate adjustments.

Sample Questions:

- What skills have you learned or adapted that you will take back with you?
- What will you do differently?
- How are your expectations of the conference being met or not met?
- Any suggestions or recommendations?
- What has had the most impact on you?

MUSICAL QUESTIONS

Write a number of evaluation questions on sheets of 8x11 paper and spread them on the floor randomly. Play some music and instruct people to walk or dance around as music is being played. When the music stops invite people to go to the sheet nearest them and discuss the question with the other people there. Ask each group to report to the large group.

Sample Questions:

- What do the initials A-I-D-S mean?
- What are the activities you like the most so far?
- What have you learned?
- Do you like the food?
- Do you think we should be doing anything differently?

Options: Write the questions on small pieces of paper and fold them like fortunes in a fortune cookie. Have people select, read, and answer one question

each. You can use a hat or a basket to hold the questions and pass them while music is playing or until someone claps. The playful quality raises people's spirits and helps them relax while soliciting important feedback on the activity. It can be helpful to have an observer take notes on the responses.

EVALUATION POSTERS

Give out large sheets of poster board, markers, and a number of questions you wish to have addressed. Have small groups make posters representing what they have learned so far (content) and how they have learned it (process). After they are finished, ask them to describe the posters and, at the same time, give you important evaluative information.

LIKERT SCALE QUESTIONNAIRE

Write a series of positive statements about skills that have been taught or goals for the workshop. Ask participants to choose the response that fits their beliefs and experience in relation to the statement. The statements can be written on a questionnaire or read aloud while the youth write down their responses. They can also be instructed to stand in specially marked places around the room that represent the different answers. If answers are written down anonymously, you can add up everyone's response to summarize important information. If they stand at the place they agree with, you can facilitate conversations about the responses.

Example:

I feel I can make a very good five-minute speech to other youth about the need to write down goals as part of planning.

1	2	3	4	5
strongly agree	**agree**	**disagree**	**strongly disagree**	**no opinion**

GAMES, SONGS, AND OTHER ACTIVITIES

Looking for some quick ideas for things to do with young people? Here's a list to get you started.

60 THINGS TO DO ON THE SPOT

Indoor Games/ Activities	Songs	Other Activities
1. Go Fish	26. Follow the Leader	42. Soccer
2. Memory	27. 60-Second Alphabet	43. Basketball
3. Twenty-one	28. I'm going on a trip and I'm taking…	44. Ultimate Frisbee
4. Speed	29. The Alphabet Song	45. Scavenger hunts
5. Spoons	30. Good Morning to You	46. Walks
6. Liar	31. If You're Happy and You Know It Clap Your Hands…	47. Jump rope
7. Telephone	32. The Hokey Pokey	48. Elastic jump rope
8. Charades	33. Head, Shoulders, Knees, and Toes	49. Hopscotch
9. I Spy	34. The Happy Birthday Song	50. Pin the Tail on the Donkey (or other animal…)
10. Shagai	35. This is the way (we wash our hands…)	51. Red Light, Green Light
11. Twister	36. Brother John	52. Tag
12. Twenty Questions	37. London Bridges	53. Hide-and-Seek
13. Pictionary	38. Old MacDonald	54. Freeze Tag
14. Memory with pictures and words	39. Poems	55. Elbow Tag
15. Scavenger hunt with magazines	40. Jokes	56. Red Rover
16. Spelling bee	41. Riddles	57. Blind Trust Walk
17. Origami		58. Trust Falls
18. Cat's Cradle		59. Blind Square
19. Dominoes		60. Capture the Flag
20. Dice		
21. Musical Chairs		
22. Freeze Dance		
23. Limbo		
24. Simon Says		
25. Mother May I?		

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PART 4

PROMISING ACTIVITIES

ACTIVITIES

SOME THOUGHTS ON HOW TO READ THIS SECTION

In these pages of ***Working With Youth: Approaches for Volunteers***, we share with you activities created by Volunteers in various sectors and countries. We hope that you will find in them inspiration to create an activity of your own with young people in your community.

This part of the manual is designed to provide some concrete ideas and some lessons learned to help you start thinking about what is possible. It is not intended as a cookbook with recipes that guarantee delicious dishes as long as you measure the ingredients precisely and follow the instructions exactly. Anyone who has tried to follow favorite recipes in a kitchen far from home knows that this can yield good results, but can also be disastrous. Ingredients aren't the same, if they can be found at all, utensils may be unavailable, and tastes differ. Each "chef" will need to adapt the activities to the local market and taste…and provide his or her personal touch.

The activities highlighted here include those that may affect only a Volunteer and the kids next door as well as more complex ideas involving many youth and adults in multiple communities. The bigger projects can be the result of years of Peace Corps presence in one location. The goals of your Peace Corps Project Plan may include building on the familiarity and trust developed in part by other Volunteers to implement activities that quickly reach many young men and women. These pages include ideas for Volunteers whose primary responsibilities make it unrealistic to be involved in a large activity for young people. Some activities touch a small number of youth in significant ways; others plant a few seeds for activities that will be tended and nourished by others as they grow and flourish. What's important in each example is the effort

Promising Activities Reference Table

Activity	Page	Ages		Content						Preparation Time		Length of Activity		Good for out-of-school youth?
		10 to 14	15 to 19	Life Skills	Health	Literacy	Employability	Environment	Leadership	One week	Weeks or months	Single Event X=Day or Less XX= Many Days	Daily or weekly	
Adolescent Community Baseline Needs Assessment	117	X	X		X				X		X	XX		Yes
After School Theater Group	119	X	X	X		X					X		X	Yes
Big Buddies Club	122	X	X	X					X		X		X	Yes
Bus Tour	125		X	X							X	XX		
Camp GLOW: Girls Leading Our World	127		X	X		X			X		X	XX		Yes
Camp Peace Corps	130	X	X	X							X	X		Yes
Comprehensive Language Improvement Plan (CLIP)	132		X			X					X		X	Yes
Computer Skills Training	135	X	X				X				X		X	
Earth Day on the Street	138	X						X			X	X		Yes
English Language Drama Festival	141		X			X			X		X	XX		
English Language Summer Camp	143		X	X		X					X	XX		
Environmental Camps for Youth Leadership	146	X	X					X	X		X	XX		Yes
Expressive Art: Communicating and Connecting	151	X	X	X		X					X		X	Yes
First Aid Workshop	153		X		X				X		X	X		Yes
Future Farmers Club	155	X					X	X			X		X	Yes
Geography Game	157	X		X		X				X	X		X	Yes
Girls' Community Basketball Training	160	X		X	X					X	X		X	Yes
Girls' Empowerment Workshop	162	X		X					X		X	XX		Yes
Girls' Magazine	165	X	X			X			X		X		X	Yes
Healthy Bodies, Healthy Schools	167	X	X		X	X					X		X	
Health Newsletter	168	X	X		X				X		X		X	Yes
Holiday Carnival	170	X		X								X		Yes
Library Club	172		X			X			X	X			X	Yes
Life Skills Training	173		X	X	X				X		X	XX		Yes
Making Wooden Trash Bins	175	X	X					X			X	XX		Yes
Men's Health Clinic	177	X	X		X						X		X	Yes
Mural Painting With Youth	180	X	X	X		X			X		X	XX		Yes
Peer Training Seminars for Reproductive Health Education	183	X		X	X				X		X	XX		Yes

Promising Activities Reference Table (continued)

Activity	Page	Ages		Content						Preparation Time		Length of Activity		Good for out-of-school youth?
		10 to 14	15 to 19	Life Skills	Health	Literacy	Employability	Environment	Leadership	One week	Weeks or months	Single Event X=Day or Less XX= Many Days	Daily or weekly	
Produce and Sell Dolls	188	X					X		X		X	XX		Yes
Reproductive Health Football Camp	190		X	X	X						X.	XX		Yes
Take Our Daughters to Work Day Conference	192	X		X			X				X	XX		
Take the Students to Work Day	195	X	X	X			X				X	X		Yes
Volunteer Open House	198	X		X		X				X			X	Yes
Water Restoration Project	203	X	X					X	X		X	XX		Yes
Women's Essay Contest	206		X	X		X					X	X		
Youth Credit Union	208	X	X	X			X				X		X	Yes
Youth Football Tournament	212	X	X		X				X		X	X		Yes
Youth Leadership Conference	214	X	X	X			X		X		X	XX		Yes
Youth Mountain Club	216	X	X	X				X	X		X	XX		Yes

made to use one's own talents and skills to create formative experiences, to nurture, and to think and plan for leaving something behind. Your example and your spirit, more than anything else, will educate and move people to adopt new techniques, systems, and behaviors.

We invite you to browse through this section of the manual, read between the lines, approach the "recipes" with an open mind, and then use them as yeast to expand your imagination.

Structure of the Activity Write-ups

Volunteers provided detailed descriptions of how they planned for and implemented the activities in this section. We (the authors) edited the information and organized it into a standard format. We added a small table to each write-up to give you an easy way to determine which of the asset types the activity supports (see pages 45-59 for more detailed descriptions of these assets). We have also provided information about the youth development area (Family Life, World of Work, and Active Citizenship) into which each activity fits best (for more information on these categories see pages 39-44). At the end of many submissions, we also offer some options for adapting the activity. For a quick reference, be sure to consult the matrix on the next page.

ADOLESCENT COMMUNITY BASELINE NEEDS ASSESSMENT

IDEA/CONCEPT

Young men and women conduct a needs assessment on health issues in their community. The assessment is the beginning of a larger youth-to-youth health program. Everyone can see clearly certain strengths and weaknesses of the community. Writing it all down gives the Volunteer a chance to learn about personal attitudes and practices of the community and evaluate how to manage follow-up action.

GOALS

To train at-risk rural adolescents in the process of doing a community baseline needs assessment on sex education, sexually transmitted diseases (STDs), and drug prevention, to facilitate open communication between youth and adults about these topics, and to inform the design of a youth-to-youth health program.

YOUTH DEVELOPMENT AREA

Active Citizenship

TARGET YOUTH

Twelve-to-18-year-olds. It is important to have at least one community adult volunteer or educator who can help monitor and guide.

TIME

Up to a few months to prepare and several days to conduct the assessment

PLANNING IT

The first and most important step to getting started is getting community and parent approval. This requires that the Volunteer be well known in the community and recognized as a responsible and professional person. Typically, community meetings are ideal forums for the Volunteer to present the idea and get immediate feedback, though this depends on the culture. One may also do house visits in order to create a more comfortable atmosphere in which parents can tell the Volunteer how they feel.

Gather materials: Tape recorder, cassette tapes, pens, paper, large sheets of construction paper, markers, rulers.

ADOLESCENT COMMUNITY BASELINE NEEDS

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [ ] Positive Values
- [x] Social Competencies
- [x] Positive Identity

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Organize an orientation meeting with the youth group so that everyone is clear about the activity.

DOING IT

(See "Assessment Tools" on p. 81 for detailed descriptions of these activities)

1. Identify a group of approximately five young men and women who are willing to participate actively and learn.

2. Have the group draw a community/neighborhood map that identifies houses, especially those where youth live, major buildings and centers, streets, and gathering places to demonstrate where there are concentrations of youth and to see where one might focus attention when carrying out a health program.

3. Have them draw a Venn diagram of their community using intersecting circles with each circle representing a different group. This will demonstrate which community organizations and clubs are involved actively in the lives of the youth and their families.

4. Have the group brainstorm and write up a list of important questions that are relevant to sex education or drug prevention and that will be used during general interviews with large groups of youth in their communities/neighborhoods and in-depth interviews with select youth volunteers.

5. Have the group organize a one-hour session with 12-15 youth in their community/neighborhood to do a general survey/interview using the questions they developed previously. Alternatively, they may do two sessions, one for young women and the other for young men.

6. Have a male and a female volunteer from the group organize two hour-long in-depth interviews with a male youth and female youth from their community/neighborhood using the questions that the group developed previously.

7. Have the group analyze the information from their surveys/interviews and write out the results on large sheets of construction paper.

8. Have the group organize a community meeting to present the results of the needs assessment and discuss plans for future action.

In any activity that involves youth and sensitive topics, the first and most important step is getting community and parent approval. This requires that the Volunteer be well known in the community and recognized as a responsible and professional person.

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- Forming the youth group that will do the needs assessment is sometimes difficult because the group should be small and dedicated. I took advantage of my local high school and used student leaders who volunteered to participate. This ensured that I got a group of youth who knew how to write and were less afraid to speak in public.

- If there are other youth who wish to participate, the Volunteer can always explain to them that they can participate in the interview/survey.

— A Health Volunteer in Ecuador

Forming the youth group that will do the needs assessment is sometimes difficult because the group should be small and dedicated. I took advantage of my local high school and used student leaders who volunteered to participate. This ensured that I got a group of youth who knew how to write and were less afraid to speak in public. If there are other youth who wish to participate, the Volunteer can always explain to them that they can participate in the interview/survey.

OPTIONS

- To facilitate open communication between youth and adults about these topics, they can be invited to participate in short small-group discussions after the presentation of results.

- Some gender considerations:[74]
  - When mapping the community, be sure that young people consider that young men and young women may typically spend time in different locations. Have participants go into the community in same-sex pairs and come back to make maps in larger same-sex groups.
  - Consider same-sex group interviews.
  - For the in-depth interviews, be sure that you have young men and women as interviewers and interviewees.

AFTER SCHOOL THEATER GROUP

GOALS

To provide cultural experiences and a space to help children and adolescents build their self-esteem, communication, and self-control skills in a fun creative atmosphere.

YOUTH DEVELOPMENT AREA

World of Work

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THEATER GROUP

ASSET TYPES

- [x] Support
- [ ] Empowerment
- [x] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [x] Positive Identity

TARGET YOUTH

Eight-to-12-year-olds or 13-18-year-olds in an orphanage/school. It is important to separate groups according to their reading, memorization, and maturity levels. Put no more than 15 members in one group.

TIME

One to three months. Meet at least once a week—twice is better.

PLANNING IT

A fun way to develop literacy skills!

1. Collect materials:
   - Scripts in the language of your country, or books that you or your group can turn into scripts. Any children's story or story that tells a message you would like to teach can be presented with a narrator(s) and the rest of the members acting out the story.
   - Depending on the play and on your budget, set and costumes will vary. Many wonderful costumes and sets have been made out of cardboard boxes, paper, glue, and paint.
   - Ask your group members before you start a play if they have some set, prop, or costume materials in their homes. This will help save money.
   - If you would like to give rewards for positive behavior, this will be a small additional cost. Sample rewards are copies of coloring books and colorful pencils.
2. Find a space big enough for all members of your group to move around at one time for warm-up activities. If you have a school space, great! If not, try to find a principal who will let you have a school space so you will have continuity of space for group meetings.
3. Try to get an interested adult to be your permanent helper. Ask him/her to help control behaviors. This will also help to keep the drama group going when you are done with service. If you have a teenage group, one member can be a captain and can help keep the group going when you leave your post.
4. Ask for a group meeting with the teachers to get a list of possible group members. Then ask for a meeting with the prospective group members. Sell the group as really fun, but challenging. When you have members who want to commit, ask them to sign their names on a list, and set a date and time to begin.
5. Contact parents and urge them to participate.

DOING IT

1. On the first day of the group, ask the members to make a poster of group rules. Tell them you expect them to stick to these rules. Consider developing a point or grade system.

2. Do a warm-up. Teach your group members that warm-ups are used to get ready for rehearsal times and before they do their shows in order to clear their minds of outside stimuli, warm up their voices so the audience can hear them, and unite them in a group that is ready to work. Explain that the warm-ups will be like games or activities that people play all the time: "Simon Says," "Follow the Leader," say name with a movement, or say name with an animal; any activity that includes movement and voice can be used.

3. If you have a script, you can read it during the first group meeting. If not, ask the group to bring stories to the next meeting, or you can take a trip to the library. Then the group can choose which show they will do. A group decision will help the members feel more invested in the show. You will probably have to do some work outside of the group to cut the script and make it work for the number of people you have in your group.

4. Work on sections of the play until the lines are memorized, then practice the whole play, and present the show.

SOME TIPS AND LESSONS LEARNED

- Make notes of positive and negative behaviors for consistency. Your group members will take your group more seriously if you are consistent about behavior management.

- Ten-to-12-year-olds need about two months to memorize a short half-hour show. Remember to cut your script down if you are working with younger children. This will relieve everyone's stress level immensely!

- Have the members read the rules at least once a week.
- Mark down positive and negative behaviors at every group.
- Do a warm-up activity every group, and before shows.
- Consider charging a small fee so that you have some funds for your next show, or a party to celebrate!
- Start off small, do not expect a Broadway performance right away, and BREAK A LEG!

— A Youth Development Volunteer in Ecuador

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OPTIONS

- Try processing positive and negative behaviors with the group.
- Look for ways to involve other adults in managing the group with you.

Activity BIG BUDDIES CLUB

IDEA/CONCEPT

High school student volunteers are organized into a service club of about 30 members. The students, Big Buddies, team up with one or two children from an orphanage in the community.

BIG BUDDIES CLUB

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [x] Positive Identity

GOALS

To give area high school students the chance to broaden their leadership skills and develop a sense of responsibility; to offer the boys and girls at the local orphanage positive role models and valuable one-on-one attention; to deliver fun, structured activities and friendship; and to build bridges across the gap that isolates orphaned children from the outside community, thereby raising community consciousness.

YOUTH DEVELOPMENT AREA

Active Citizenship

TARGET YOUTH

Orphaned youth (ages seven-14) and secondary school students in the community

TIME

Two hours per week during the school year

PLANNING IT

The club was modeled on the idea of the Big Brother/Big Sister[75] organization, whose purpose was grounded on the philosophy of **heliotropism**. Just as flowers grow toward a single constant ray of light despite the darkness that surrounds them (heliotropism), so do children grow in a healthy manner toward a constant positive role model, even when immersed in much negativity.

DOING IT

Students were expected to devote at least two hours per week to playing games, going on walks throughout the town, taking the children to their own homes for dinner, or helping them with their studies. Part of the goal was simply to get the children out into the community in order to raise local awareness of the problem. In the process of helping the children out, the students gained insight into activism, leadership, and self-empowerment.

Despite its short life, a lot of good seemed to come out of "Big Buddies." The high school students were so interested many of them spent more than the required two hours per week. Many went almost every day. In a couple of cases, students' parents became involved once they got to see what these kids were really like.

The project branched out into other activities. The students took initiative in organizing a Christmas toy drive. They also invited the children to participate in an Earth Day cleanup. The local radio broadcast the news of the cleanup and the spirited participation of the children. Some articles were written in local newspapers, and one story was published in a national paper.

— A TEFL/Education Volunteer in Romania

The high school students were so interested many of them spent more than the required two hours per week [with children from the orphanage]. Many went almost every day. In a couple of cases, students' parents became involved once they got to see what these kids were really like.

• • • • • • • • • •

Don't be afraid to make a bigger budget than you think you'll need. Taking care of 30 high school kids for a week in tents without refrigeration, electricity, or a weatherproof meeting place was more of a challenge than we needed. We should have raised enough money for a cottage with a kitchen.

I came up with only one Romanian adult who was willing to chaperone. The other three adults were Volunteers. I tried hard to find other interested local adults, but failed. If I had it to do again, I would have *obsessed* over finding other interested Romanian adults. It's the only way to ensure the continuation of your activity locally after you leave.

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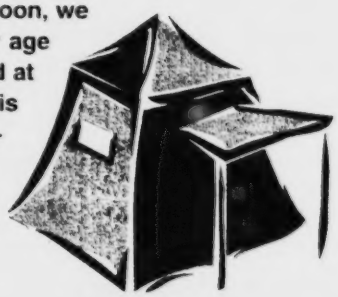
Important Lessons Learned From Big Buddies Summer Camp

One of the activities that grew out of the club was a summer camp. During the summer months, 60 orphaned children are sent to a summer residence in a village near a lake. There they are looked after by a handful of untrained caretakers. Except for the daily meals, there is no structured activity for the children. During two summers, our club brought 30 high school students to the lake for five days. The Big Buddies Camp was designed to provide orphaned children with positive role models, one-on-one attention, fun structured activities, and friendship. It also gave high school students a chance to broaden their leadership skills.

"Heliotropism—just as flowers grow toward a single constant ray of light despite the darkness that surrounds them (heliotropism), so do children grow toward a constant positive role model, even when immersed in much negativity."

Students sought funding from local businesses. The local police department donated transportation to and from the lake. Despite the difficulty in securing local funding, I think it was necessary to truly make this a community project. We stayed in tents. Ideally, we would have liked to rent a cottage, but funds didn't allow for it. We arranged with the orphanage director to share meals with the children.



From early morning to late afternoon, we divided the children into smaller age groups, each led by students and at least one adult staff member. This high child-to-mentor ratio was imperative because of our goals and necessary for behavioral purposes. Not being accustomed to structure, the children required constant one-on-one attention. The activities we planned included art, sports, games, nature walks, and English lessons. All were geared toward developing a sense of togetherness and self-esteem. The evenings were spent with the students doing some confidence-building activities of their own and campfire talks to give students a chance to voice their reaction to daily events and plan the details of the next day.

OPTIONS

This kind of activity can be adapted for other groups of disadvantaged young people: out-of-school youth, boys and girls with disabilities, and street children. See page 29 for more information on mentoring.

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BUS TOUR

IDEA/CONCEPT

Educational bus tour

GOALS

The primary purpose of this activity was to educate grade 12 students about the cultural and geographical diversity of their country and region. The secondary purpose of this activity was pure enjoyment.

YOUTH DEVELOPMENT AREA

Family Life

TARGET YOUTH

Secondary school students

TIME

Planning it: one year; doing it: 10-14 days

PLANNING IT

Good fund-raising ideas

Our students selected the most distant destination that we could reasonably get to. Of course, we needed to figure out if this trip was possible based on the finances available. It was up to the teachers to plan an interesting route with reasonable distances each day. It was important to have each evening's accommodation planned even though not all worked as expected.

The grade 12 students started raising funds for this tour while they were in grade 11. They opened up a snack shop at the school, selling soda, chips, and candy. It was very successful and helped to raise a big portion of the money needed. Several of the teachers spent a lot of time writing letters and visiting companies in the area seeking sponsorship of the tour. The school is lucky to have sizable fish and diamond industries willing to sponsor us. Local shops donated food and many other supplies.

DOING IT

Hop on the bus and enjoy the scenery! On a trip such as this, the travelers are constantly and painlessly learning about their surroundings. What a great way

BUS TOUR

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [x] Positive Identity

to learn about your own country and your neighboring countries. (See box for details.)

Impacts and Results: Many Lessons Learned

Twenty of the grade 12 students of the Luderitz Secondary School traveled through the majority of Namibia to see its natural and cultural wonders. The tour also included visits to Zambia, Botswana, and our farthest destination, Victoria Falls in Zimbabwe. Participants gained an appreciation for the wildlife, cultural groups, and distances within these countries and also learned lessons in everyday life: budgeting, preparing meals, socializing, planning a travel itinerary, exchanging money, and mechanical maintenance, just to name a few. In all, we traveled about 3,400 miles. We visited the capital of our country, Windhoek, which many saw for the first time.

In Swakoppmund, we saw a different ocean town. Here, we also spent a lot of time getting passports and visas for the students, all of which was a learning experience.

We visited the Etosha National Park and saw a number of animals, classic African wildlife such as elephants, giraffes, and kudus. Here we also lost the brakes on the bus and, after a hair-raising crash through the front gate of the park, learned about auto maintenance.

Near Grootfontien we saw a meteorite, and I gave a short lesson on the science of the meteorite. We crossed into Zambia for a few hours and the students explored the world of changing money in a country whose economic state was worse than that of Namibia. In contrast, crossing into Botswana gave the kids a view of a country with a slightly better economic state than Namibia.

When we went into Zimbabwe, we got another lesson in mechanical repair when a broken throttle cable forced us to improvise with a piece of rope. Viewing Victoria Falls was pure fun, but seeing such wonders is also educational in a way no lesson in class could equal.

Returning to Luderitz after so many miles on the road was a relief and gave us all a new sense of home.

A tour such as this is no small undertaking and takes a lot of preparation. To say that this was my project would be false. It took the dedicated time of three other teachers as well as every student in grade 12.

— An Education Volunteer in Namibia

OPTION

Students could be involved in the planning of the travel itinerary too.

CAMP GLOW: GIRLS LEADING OUR WORLD[76]

(See Camp GLOW Handbook [ICE No. M0056] for more information.)

CAMP GLOW ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [ ] Constructive Use of Time
- [ ] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [x] Positive Identity

IDEA/CONCEPT

A weeklong summer camp for English-speaking female secondary school students, run by Volunteers and English-speaking Counterparts

GOALS

To empower young women to learn about themselves, to provide a safe environment where young women build self-confidence, gain leadership skills, and practice their English skills during the summer, and to have fun!

YOUTH DEVELOPMENT AREA

Family Life, Active Citizenship

TARGET YOUTH

Female secondary school English students, ages 14 to 18

TIME

Several months to plan it, one week to do it

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PLANNING IT

You will need:

- Dormitory, cabin, or some other location with room and board and a large room for sessions and appropriate outdoor spaces for games
- Programming materials for sessions
- Flip charts, markers, name tags, colored pencils, workbooks for staff and students, journals

How to Get Started

1. Identify a Counterpart who is dedicated to the idea and will help you. It will make a big difference when you arrange the logistics.
2. Identify the geographic area you want to cover with one camp. For Slovakia, we did the whole country with one and then two camps.
3. Develop a budget. The biggest portion of the budget will be room and board. Many of the supplies, such as paper, pens, envelopes, and copying, can be donated by local businesses. This is especially true if you work through a school, because schools are often used to requesting donations of such supplies. There will be postage and copying costs to send materials to schools, to solicit participants, and to further communicate with participants. We also charged students a fee. We paid transportation for staff and guests, but not for students.
4. Identify the facility where the camp will take place and make appropriate arrangements.
5. Open a bank account.
6. Secure funding.
7. Prepare informational/registration materials and send them to the schools in your target area.
8. Identify the staff.
9. Prepare program materials for the week and gather other needed supplies.
10. Go to camp!

> ***Divide them up into small groups, and plan on being in the large group about half the time, and in small groups about half the time. This provides a smaller forum where girls can get to know each other better, and where the quieter ones feel more comfortable speaking.***

DOING IT

You can present many sessions for young women. What you specifically choose will depend on the needs and interests of the community. Some possibilities: attitudes, values, goal setting, decision making, assertiveness, family planning, skills and career planning, health, and self-esteem. You can choose from a variety of creative activities and outdoor team-building games. You can have a panel session with working women to talk to the girls about education or work or families. You can give out journals and have a question of the day for personal reflection. You can have a talent and/or awards show and give prizes to each camper.

SOME TIPS AND LESSONS LEARNED

- A good Counterpart makes a world of difference.
- If you charge registration fees, get the money from the students as soon as possible; otherwise you run the risk that students you thought were coming do not.

- Do not include boys. It will distract the girls, and discourage quiet ones from speaking up. That is not the goal of Camp GLOW. A male staff member or two can be included to provide a different perspective.
- Keep the students active. No one likes to sit in lectures all day.
- Divide them up into small groups; plan on being in the large group about half the time and in small groups about half the time. This provides a smaller forum where girls can get to know each other better, and where the quieter ones feel more comfortable speaking up.
- Skits are a great way to keep students moving, have fun, and reinforce the session's message.
- Do not forget to plan some free time too.
- Set expectations for behavior and consequences when the rules are broken. Follow through.
- Be aware of the time when families take vacations in the summer in your host country; try to plan GLOW around that time so girls will still come.
- Have a positive attitude, and have fun!

— Education Volunteers in the Slovak Republic

Why "Girls Only"?

"Camp GLOW" and the "Girls' Empowerment Workshop" (pages 127 and 162) are designed exclusively for girls to give them an opportunity to develop their skills and confidence away from the immediate pressures of the coeducational world. Volunteers have generally felt strongly that including boys defeats this purpose. "Girls Only" workshops make it easier to maintain a safe, nonjudgmental environment in which girls can speak freely about issues related to their own empowerment. The presence of boys can easily make the girls feel shy or threatened and discourage them from speaking up because in mixed environments, boys often take over. Some camps have included men as counselors and guest speakers. As long as the environment is safe for the girls, men can provide positive male role models.

Because it is also important for young men and young women to learn to communicate with each other, you may want to consider doing a similar camp for boys. Boys and girls can then be brought together to practice skills that they have strengthened in single-sex environments. This can be an effective way of promoting gender awareness issues; however, it requires careful facilitation so that the dialogue remains open and everybody feels comfortable.

Activity

CAMP PEACE CORPS

IDEA/CONCEPT

Half-day education camp that exposes schoolchildren to the various projects in Peace Corps/Togo through the use of educational games

GOALS

To increase children's confidence in learning, promote the ability to think independently, encourage collaboration between Volunteers, and create inroads for teaching new subjects in the host Volunteer's village.

YOUTH DEVELOPMENT AREA

Active Citizenship

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TARGET YOUTH

Secondary school children ages 10-18

TIME

Three hours including set-up time

PLANNING IT

- Have a regional meeting and discuss the idea with other Volunteers. You need to collaborate to pull this off. Have Volunteers in health and environment create one or two games for their projects.
- One example of a game we use is the "Reforestation Game" on page 104. To develop your own, come up with a hands-on activity or game that simplifies a message in your project. Once you have about eight games or so you can create a menu of the games in the local language. This will be used later to sign up area schools for the camp.
- Hold a two-day training in the regional capital for Volunteers who want to participate. Determine the number of camps you want to do as a group and hand out the menu and sign-up sheets to Volunteers who want to host a camp.
- You will need to train as many Volunteers as possible to be able to lead the games. Once trained any Volunteer can sign up for as many or as few camps as he or she likes.

DOING IT

1. We run a camp with five Volunteers in the village of another Volunteer who hosts the group and handles logistics. The program is decided with the school director and the host Volunteer. They choose the date and the games they want taught. Once they have chosen the games they send their requests to me and I schedule five available Volunteers for the camp.
2. Our games are about 30 minutes long and are run in a round robin training session with groups of five to seven children. The whole camp takes about three hours with set-up. The best location is usually a soccer field or large open area that can be divided into five sections.

CAMP PEACE CORPS ASSET TYPES

- [x] Support
- [ ] Empowerment
- [x] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

SOME TIPS AND LESSONS LEARNED

- Use locally available materials such as bottle caps or plastic pieces cut from PVC pipe.
- Try the games in small groups and work out any bugs before doing training.
- Make sure that your target age and group size will be able to participate and enjoy the games.
- It is important to get confirmation from the other Volunteers in your region that they want to participate. These games are springboards for the hosting Volunteers and allow them to gauge the interest level of students in their communities.
- This activity can be carried on by each new group of Volunteers that comes into your country.

— A Volunteer in Togo

OPTIONS

- Training Counterparts and older students in the planning and implementation of the activities can increase sustainability and build leadership skills.
- Be sure to include out-of-school youth in Camp Peace Corps.
- In a similar activity in Armenia, a Volunteer organized a "Hike for Health and Environmental Awareness." Six Volunteers hiked 220 miles across eastern Armenia, making stopovers in eight communities, where they conducted interactive seminars for children on topics such as deforestation, air/water pollution, recycling, and composting. Local Volunteers, their Counterparts, and youth conducted a survey in each community before the hike began to determine the topic to be covered in the seminars. They also planned follow-up activities.

Activity

COMPREHENSIVE LANGUAGE IMPROVEMENT PLAN (CLIP)

IDEA/CONCEPT

After school reading/writing classes

GOALS

To improve secondary school students' literacy skills

YOUTH DEVELOPMENT AREA

World of Work

TARGET YOUTH

Secondary school students who have poor literacy skills but can answer content-related questions and have basic handwriting and grammar skills

TIME

Once or twice a week after school

PLANNING IT

Ask teachers to identify students for the class.

Gather materials: books of interest to teenagers, excerpts from self-help, motivational, or spiritual books, different colored pens for students to use to edit, a notebook and pen for each student.

DOING IT

Format for a CLIP class:

Clear description of a useful literary technique

Read to the students from a book that fits their age and interests for 20-25 minutes.

1. Dictate a paragraph from a motivational source for the students to copy down in their books.
2. First, read the whole excerpt while the students listen.
3. Next, break down the paragraph and read it slowly while the students copy it down. Try not to repeat the small phrases. The students should be doing their best to listen, and will have time at the end to fill in any missing words.
4. The third time, read the whole excerpt for the students to hear where punctuation should be added.

COMPREHENSIVE LANGUAGE IMPROVEMENT PLAN

ASSET TYPES

- [x] Support
- [ ] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [ ] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

5. Go though the entire excerpt letter by letter, and punctuation by punctuation, for students to correct their work. Ask students to put a dot under each letter, space, and punctuation to show that they have checked it. If they have spelled a word wrong, have them circle the word and write the correct spelling above it. You can come up with your own editing marks that all the students use when correcting their work.

6. Reread the entire excerpt a final time for the students to fill in any added information.

7. Have students rewrite the excerpt using their best handwriting.

Once students have gotten used to the dictation concept, there will be time left at the end of the class for "free-writing space." Decide on a topic and have students write about it. This provides a good opportunity for them to use the skills they just developed.

"Students gained a sense of self-importance as they realized teachers were interested in them and that they got to stay after school for lessons."

- There will be fewer distractions if the class takes place after school.
- Outcomes for this activity included improvements in handwriting, listening skills, punctuation, spelling, and grammar. Students gained a sense of self-importance as they realized that teachers were interested in them and that they got to stay after school for lessons. It was also an excellent classroom bonding experience.

— An Education Volunteer in St. Vincent

OPTIONS

- Co-teach the class with a local teacher.
- Find ways to share the students' work with the school and community. Post their work on a bulletin board, collect it in a book, or have participants visit other classes and read their favorite passages.

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COMPUTER SKILLS TRAINING

IDEA/CONCEPT

Out-of-school youth attend computer-training classes at a community center

GOALS

To introduce basic computing skills to youth who have little or no access to computers

YOUTH DEVELOPMENT AREA

World of Work

TARGET YOUTH

Youth ages 13 to 18 who work in the streets and live around the bus station

TIME

We held classes on Monday through Thursday, with two classes per day, one from 8 to 10 and one from 10:30 to 12:30. I taught on Mondays and Wednesdays and my Counterpart taught on Tuesdays and Thursdays. The actual course ran for about 16 hours (one month), after which all participants who successfully completed the course received a certificate of completion.

PLANNING IT

The infrastructure for the computer classroom was already in place when I arrived. The local government supplied the room, tables, chairs, and maintenance for the computers. USAID provided the hardware and basic software. I worked with the outreach commission at the community center located in a bus station. With their help, we planned and scheduled the use of the room in the mornings for these classes.

The course content that I used is a compilation of various materials I found in Spanish. The majority of the guide that I developed is based on a tutorial titled "*Lo Basico de Windows*." I created the specific exercises using files and folders that I made for the students.

COMPUTER SKILLS TRAINING

ASSET TYPES

- [x] Support
- [ ] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [ ] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

DOING IT

Evaluating along the way

I tested the students to get a better sense of their knowledge base. I continued to quiz them throughout the course to measure their progress. At the end of the course, I gave them an exam, a simple exercise to see how much they learned.

For younger students, I created flash cards and a concentration game to help them remember the parts of the computer hardware. When I could, I would also bring in parts of a computer to show them what it looked on the inside and to further explain how the computer works.

I usually did not follow the guide precisely. I would change the order, or move more quickly through the material, depending on the ability and interest of the class. When there was free time at the end of the course, I would use a typing tutorial that was available to help them with typing.

SOME TIPS AND LESSONS LEARNED

Sometimes it is difficult to test the youth's knowledge before the first day of class. I would use those who were more computer literate to help me explain to students with less computer experience.

One thing I would suggest would be to invite parents to visit the classroom toward the end of the course, or to the certificate ceremony, and let them see where and what their children have been doing. This was always difficult to do because most, if not all, of the parents of these children worked very long hours.

— A Youth Development Volunteer in Paraguay

OPTIONS

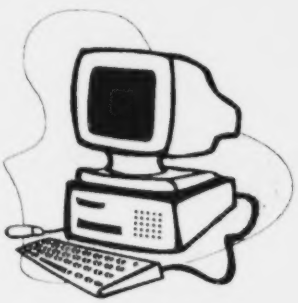
An Education Volunteer in Belize offers these tips for running computer classes:

Do...

(See "Computer Activities" on page 101.)

- Have fun!
- Create a manageable course outline designed to meet the needs of your audience.
- Publicize about a month in advance through schools, community organizations, radio, newspapers, TV, fliers in shop windows, and the marketplace. Hold an "Open House."

- Prepare all teaching materials in advance, including posters, game pieces, and handouts.
- Recognize your audience. Try to put yourself in their position and find things that are relevant to their interests.
- Gauge your audience's attention span. Engage youth with practice and activity rather than lectures. If you sense mounting frustration, change tactics or move on to practice time.
- Let them move around rather than staying at a computer station. Have them gather around a computer for a demonstration or get up and stretch periodically.
- Use subject matter that interests them (sports, fads, music, TV) but try to find topics that are not specific to one gender, ethnicity, or other group.
- Remember that many young people have been in school all day—keep it interesting and active.
- Keep in mind that playtime is productive. Give students time for activities of their own choice like game playing, painting, or Web surfing. Many use unstructured time as an opportunity for review or exploration.
- Build their confidence so that they feel comfortable enough to use these skills in their daily lives. Make them aware of the potential.



- Walk around the room while students practice. Use the opportunity to coach them one-on-one.
- Remember that the older the student, the more capable he or she is at learning multiple steps at once. Younger students might need to practice new skills or concepts one at a time before moving on.
- Mix instructional methods. Use lectures, handouts, white board or flip chart, small-group activities, individual activities, etc.
- Recommend or introduce websites that are geared toward the audience and their interests.
- Make sure that everyone gets equal attention.
- Talk to them about non-"IT"-related topics. Get to know them and learn about their interests and concerns. Casual conversation is a great icebreaker.
- Provide honest positive feedback. Serve as a cheerleader. Praise successes, both large and small—encourage them to greatness!

Don't...

- Lock yourself into a schedule or timetable. Completion of an activity or mastering skills may take more or less time than you planned.
- Overload them with information. Know when to stop for the day.
- Lead activities that you wouldn't do.

Activity EARTH DAY ON THE STREET

IDEA/CONCEPT

An Earth Day sidewalk chalk competition for children

GOALS

To involve the community in an Earth Day activity that raises awareness of environmental issues

YOUTH DEVELOPMENT AREA

Active Citizenship

TARGET YOUTH

Fourth-grade students

TIME

One-and-a-half hours of drawing time

PLANNING IT

Low cost, high visibility

- The activity was simple, inexpensive, and fun. We began by searching for sponsors. We knew that we had to find a small token of appreciation to give each child for his or her participation, prizes for the winners, and, of course, sidewalk chalk.
- We went to a branch of a soft drink company and explained that there was a soda-drinking American living in the city who would like to request a small donation for a good cause. We offered to display an advertisement for the company while the competition was underway in exchange for some sodas for participants. The company donated a half-liter bottle of soda for every child participating in the competition.
- A local resource center for NGOs donated environmental books to give as prizes to the winner, and a local bookstore donated all of the sidewalk chalk.
- We invited the fourth-grade children from three schools to participate.

DOING IT

1. We held the competition on the promenade along the river. We got permission first from the City Hall and requested this area because of its high level of visibility.
2. The children were given an hour and a half to create their masterpieces. We also contacted the local newspapers and television to come and join in on the fun.
3. The children's drawings were creative, lively, and environmentally correct. Some of the children even wrote poems.

EARTH DAY

ASSET TYPES

- [ ] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

4. As the children created, four of the teachers from the schools judged entries. When the time was up, they selected 20 honorable mentions and the three top winners.

5. The pictures remained almost untouched for four or five days after the competition for everyone walking by to see and enjoy.

The pictures remained almost untouched for four or five days after the competition for everyone walking by to see and enjoy.

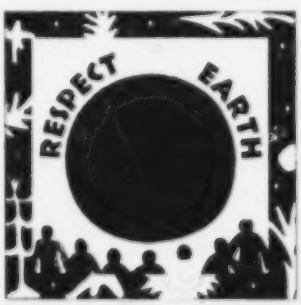
SOME TIPS AND LESSONS LEARNED

The activity is perfect for an organization that does not have a large bank account or a lot of experience, but wants to do something special for Earth Day. The children were extremely proud of their work and are already asking who will be participating in "Earth Day on the Street" for next year.

— An Environment/NGO Volunteer in Romania

OPTIONS

Older students, such as participants from the previous year, can be invited to help by contacting sponsors, doing publicity, and judging the drawings.



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Activity ENGLISH LANGUAGE DRAMA FESTIVAL

IDEA/CONCEPT

Drama, in school or after school

GOALS

To provide children with a fun way to practice and improve English, teamwork, youth leadership, and public-speaking skills

YOUTH DEVELOPMENT AREA

World of Work

TARGET YOUTH

13-to-17-year-olds

TIME

Two times a week after school for two or three months

Good Counterpart Involvement

PLANNING IT

1. Introduce the idea to local English teachers. They must be willing to support the activities of the children because Volunteers are not allowed to help the children with translation of the plays.

2. Once Counterpart support has been gained, approach local businesses to donate funds for participant travel, if needed, and prizes. Ask the director of one of the local schools or cultural centers to donate the space for costume rehearsals and performance night.

3. Collect local folk plays that can be performed in 15-20 minutes or ones that can be condensed as well as any materials necessary to make performances believable.

DOING IT

1. Announce the competition to your students. If several towns will compete, announce the competition via other English-speaking Volunteers

ENGLISH LANGUAGE DRAMA FESTIVAL

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [ ] Positive Values
- [x] Social Competencies
- [x] Positive Identity

from the U.S., England, Canada, Australia, and New Zealand. Let the participants know they:

- Will compete in ability-specific categories.
- Must select and translate a folk play that can be performed in 15-20 minutes or shortened to 15-20 minutes.
- Are allowed to ask their teachers specific grammar questions but must do the bulk of the work as a student team.
- Will be judged on four criteria: presentation (pronunciation, delivery—35 pts); technical (story line, flow, time—25 pts); acting (believability—20 pts); stage creativity (props, costumes—20 pts).

2. Have a formal meeting with the other English teachers to determine the ability categories and which students should be assigned to them.

3. Ask the students how much time they will need to practice and prepare. Set a permanent deadline and a schedule for practice times as a group.

4. Select a panel of judges.

5. Advertise the event, and give parents special invitations.

6. Select a group of students and teachers to sell tickets for the competition. The money raised can be used to cover expenses.

7. Make up an evaluation form for the activities.

8. Hold the event, hand out awards, and celebrate all participants' accomplishments.

9. After the event, bring the kids together and ask them what they learned while working on the play to determine if your goals have been achieved.

Use non-English students to sell tickets, and help drama teams make props and costumes. You can even have narration in the host country language to make the activity more accessible to your audience.

- Depending on your curriculum flexibility, this activity can be incorporated into regular classes or used as a part of an English club or voluntary after-school activity. The main role of the Volunteer is as organizer/supervisor/guidance counselor. Participants must do the real work.
- Start small, and get as many people involved as possible.
- Depending upon the size of your town, this activity can be done as a competition between schools or as a drama performance in your school. Our drama festival was organized as a competition among several schools in Mongolia.

- Use non-English students to sell tickets, and help drama teams make props and costumes. You can even have narration in the host country language to make the activity more accessible to your audience.
- Share copies of the plays your kids translate with your World Wise Schools partner.
- Consider teaching a song in English or doing another simple English language activity during the 10-minute intermission. This was helpful because most of our audience members were children.

— An Education Volunteer in Mongolia

ENGLISH LANGUAGE SUMMER CAMP

ENGLISH LANGUAGE SUMMER CAMP

ASSET TYPES

- [x] Support
- [ ] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [ ] Positive Values
- [x] Social Competencies
- [ ] Positive Identity

IDEA/CONCEPT

Secondary school students study English and learn other skills in a camp setting

GOALS

To provide students with an opportunity to study English, learn about American culture, learn group work skills, take a week's vacation from their usual household responsibilities, meet friends (especially important for students who live in the countryside), and have fun in a safe environment

YOUTH DEVELOPMENT AREA

World of Work

TARGET YOUTH

Secondary school English students

TIME

One week for fifth through ninth graders who have not studied English before (Camp 1); 10 days for sixth through eighth graders who have studied English for one year (Camp 2)

PLANNING IT

1. Talk to your director and others you think may be willing to help. My director was excited about the plan and approved it.

2. Decide on the number of students, the dates of the camp, location, and tuition. We had 23-24 students and held our camp in June. The tuition fee was waived for any student who had a strong desire to study at the camp but could not pay for it.

3. Determine staffing needs. I hired a 10th-grade student who excelled in my level 2 community English language class as an assistant director/instructor; this student used acquired language, communication, and organization skills to help out as a teaching assistant, a cook, and an assistant cook. For Camp 1, a Volunteer helped teach, and for Camp 2, an English language teacher taught at the camp.

4. Advertise the camp (i.e., posters in the school).

5. Plan camp activities.

6. Calculate the budget for food, staff salaries, rent of the English classroom, dormitory, and gym, copies to make books for the campers, notebooks, pens, tape, party supplies and prizes, and money for unforeseen expenses. This flexibility proved helpful because we needed to handle an onslaught of bedbugs.

7. Estimate revenue you need to cover the expenditures. Income was generated from tuition and donations.

8. Write funding letters to potential donors.

9. Determine roles and responsibilities of staff members.

10. Meet with the assistant director and teaching assistant to set camp rules and class curriculum, to generate ideas for afternoon and morning activities, and to finalize planning.

DOING IT

1. Hold the camp.

2. Hold a ceremony, party, and dance at the end of camp. In addition to presentation of certificates of completion, we had a spelling bee, played games, sang songs, had refreshments, and danced.

3. Acknowledge the people who helped make the camp a success.

4. Evaluate the camp (the assistant director and I did this).

SOME TIPS AND LESSONS LEARNED

What went well:

- The students came away from the camp with much better English communication skills than they had before the camp.
- The assistant director and teaching assistant were able to increase their level of English by leading, assisting, and preparing activities.
- Because the camp was overnight, students were always using or thinking about English. They may have even become a little more independent being away from their parents for a week to 10 days.
- Classes were small, so all the students had books and the student to teacher ratio was about eight to one.

What we would change if we directed another English language camp:

- Write the letters to donors three to four months in advance to ensure that the funding arrives on time.
- Make each camp 10 to 14 days because the students may not want the camp to end.
- Incorporate evaluations of the camp by the students and camp staff into the evaluation procedures.
- Try to have the sign-up and tuition deadline close to the time when the main community institutions issue salaries. Then more parents can afford to send their children to camp.
- Think more about how this activity could be sustained throughout the years. The people of my community would need to be very excited about the camp. The funding would need to come from local resources.

— An Education Volunteer in Mongolia

English Camp Curriculum

(See "60 Things to Do on the Spot" on page 111 for additional ideas.)

Topics for Camp 1 (beginners)

- alphabet
- greetings
- classroom commands
- classroom objects
- names
- family vocabulary
- numbers
- age
- adjectives to describe people
- nationalities
- colors
- body vocabulary
- dates (days of week, months, seasons)
- birthdays
- hobbies
- food and drinks

Topics for Camp 2 (one year of English)

- *Side By Side 1*[77] – pages 8-57
- Community content-based activities, which culminated in a community mapping activity (see "Community Mapping" in "Tools, Techniques, and Games," page 89)
- Introduction of American pen pals
- Role plays that reviewed all the material covered in class

ENVIRONMENTAL CAMPS FOR YOUTH LEADERSHIP

IDEA/CONCEPT

Youth and adults are invited to participate in camp sessions at one of eight sites nationwide, where they learn about self-esteem, leadership, teamwork, and environmental education. Each of the sites represents one of the natural beauties that the country offers and is equipped with a local team of trained adult and youth leaders who facilitate camp sessions.

GOALS

To provide a motivating environment in which to address local environmental problems.

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YOUTH DEVELOPMENT AREA

Active Citizenship

TARGET YOUTH

All youth can benefit from this activity

TIME

Three-day camp sessions

PLANNING IT

This is actually a two-part activity. The first step is to train local adults to become volunteer camp leaders. The second is to invite youth and community leaders from surrounding areas to participate in the camps. It is a big activity, on the national scale, involving a large amount of time and funding from an American foundation, U.S. and Canadian government agencies, and NGOs. The sites should plan to build permanent structures and own the land.

Camp Session Logistics

1. Find transport from the nearest urban area to the camp site or plan to hike in.
2. Find a cook, or the kids can take turns cooking.
3. Gather materials such as flashlights, tents, pens and paper, prepared activities, drinking water, bathing water, medical kit, buckets and pails for bathing and dishwashing, wood-burning stove in site, and toilet paper.
4. Ask the kids to bring their own blankets.
5. Plan a menu based on youth nutrition.

Cost

In Honduras it costs the equivalent of $25/camper for three days, including health insurance, food, and transportation. Look for funding through NGOs in-country, Small Project Assistance (SPA), or other resources. We have been able to buy tents, sleeping pads, kitchenware, games, lanterns, and other necessary camp supplies as well as provide scholarships through the funds received.

DOING IT

Begin with activities that build self-esteem and work through future planning.[78] (See "Ecology Leadership Training Activities" on page 103 for detailed activity descriptions.)

ENVIRONMENTAL CAMPS FOR YOUTH LEADERSHIP

ASSET TYPES

- ☐ Support
- ☑ Empowerment
- ☐ Boundaries & Expectations
- ☑ Constructive Use of Time
- ☑ Commitment to Learning
- ☑ Positive Values
- ☑ Social Competencies
- ☑ Positive Identity

Sample Schedule

Day 1

4:00 p.m.	Arrival, welcome, introduction, and rules
4:30 p.m.	Set up tents
5:00 p.m.	Name game and icebreaker
6:00 p.m.	Dinner
7:00 p.m.	Form groups and either create a name and song with the group or spend time getting to know their environment

Day 2

6:00 a.m	Shower and cleanup
7:00 a.m.	Meditation depending on religion, or meditation on simple awareness of surroundings
7:10 a.m.	Exercise—anything from yoga to bird walks
7:30 a..m	Breakfast
8:30 a.m.	Manual labor. We've done trail building/maintenance, sign painting, and construction of camp facilities
10:00 a.m.	Snack break
10:30 a.m.	Group dynamics games
12:00 p.m.	Lunch
1:00 p.m.	Activities to develop self-esteem and leadership
2:00 p.m.	Activities based on environmental education
4:30 p.m.	Free hour for sports, art, or other activities
6:00 p.m.	Dinner
7:00 p.m.	Campfire skits or night hike
9:00 p.m.	To bed

Day 3

6:00 a.m.	Shower and cleanup
7:00 a.m.	Meditation
7:10 a.m.	Exercise
7:30 a.m.	Breakfast
8:30 a.m.	Environmental art
10:00 a.m.	Snack break
10:30 a.m.	Nature hike
12:00 p.m.	Lunch
1:00 p.m.	Action plans. How will they apply what they learned?
2:00 p.m.	Closing ceremony and evaluation

Every camp is based on the needs of the specific group.

Do not do this alone! Always work with a community leader who has credibility and whom parents trust. Teachers are great.

BEST COPY AVAILABLE

SOME TIPS AND LESSONS LEARNED

- Do not do this alone! Always work with a community leader who has credibility and whom parents trust. Teachers are great.
- Look for funding or get the kids to fundraise and then organize your group to find out what they're interested in learning.
- This would be a great activity to end the year, both as a gift to the kids and because you will have more trust within the community.
- Play a lot and talk little! Use the idea of practical learning; no educational lectures!
- Take into consideration things like the full moon, lunar eclipses, solstices, or other natural holidays when setting a camp date. It can make all the difference!

— An Environment/Community Volunteer in Honduras

"Play a lot and talk little! Use the idea of practical learning; no educational lectures."

MORE TIPS

Mural Painting

A local artist facilitated a workshop on mural painting. He gave a 45-minute overview of drawing techniques, paint mixing, and color combinations. The participants were then broken into three groups and, within these groups, brainstormed slogans and images that would project the environmental message they felt most strongly about. One mural had the message "STOP Illegal Logging" with a painting of two worlds, one where there was no illegal logging and the other with illegal logging. The painting demonstrated the effects of illegal logging on erosion, water resources, and on marine life.

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Some tips on mural painting:

- Having a local artist help the participants visualize and express their ideas in a painting was essential.
- During the mural painting, passing commuters stopped to observe. The mural is a positive contribution to the environmental awareness of the community and serves as a reminder to the participants to protect the environment.
- With the first group, the participants first painted a mini-mural on illustration board (24" x 36") and came back the following day to paint on the wall using the mini-mural as a reference. Some participants were natural artists and took charge during the painting. Painting on the illustration board allowed only one to three people to paint. This caused anxiety among the other participants and excluded the shyer participants. We decided to have the second group paint directly on the wall, which allowed more participants to be involved. This also allowed them to finish the mural before the closing ceremonies.
- Strict supervision was necessary to ensure that no graffiti were put on the walls. Messages should strictly be limited to environmental slogans.

— ***Environment Volunteers in the Philippines***

OPTIONS

TEFL Volunteers in Armenia used the following environmental activities as part of an English Language Camp for seven-to-15-year-olds.[79]

- ▶ Cleanup of the local park and river. Tree and flower planting and beautification of the local children's park.
- ▶ T-shirts made by all the children. Children decorated their own simple, white T-shirts with sponges cut into designs of animals, trees, and flowers and dipped in paint.
- ▶ Environmental treasure hunt. To teach the children new nature vocabulary, they were sent on a treasure hunt for the items.
- ▶ Environmental hikes and explorations.
- ▶ "Make your own paper" out of recycled paper.
- ▶ Songs and music focusing on environmental and health issues.

- A show put on by the camp children at the end of the two-week session highlighting what they had learned. The show was then put on for the local mayor, TV station, and parents.

They noted:

> *"One of our greatest triumphs came from the park cleanup when people standing on the streets watching the children actually joined our efforts and worked with us."*

EXPRESSIVE ART: COMMUNICATING AND CONNECTING

IDEA/CONCEPT

Art projects utilize a natural medium and provide a comfortable means of expression for children, who often love to draw and paint. Art provides the child an opportunity to use his or her creativity. Art produced and discussed with caring adults gives children the opportunity to process their feelings in a safe and accepting place.

GOALS

To build a relationship with children and increase their self-awareness, communication skills, creativity, and self-esteem

YOUTH DEVELOPMENT AREA

Family Life

TARGET YOUTH

Youth ages five and older

TIME

Weekly until it "plays out" and there is nothing more to say or until there are indicators of positive connections with other children

PLANNING IT

Collect materials: paper, markers, pencils, erasers, paper bags for puppets, and a variety of art supplies

EXPRESSIVE ART ASSET TYPES

- [x] Support
- [ ] Empowerment
- [ ] Boundaries & Expectations
- [ ] Constructive Use of Time
- [ ] Commitment to Learning
- [ ] Positive Values
- [x] Social Competencies
- [x] Positive Identity

DOING IT

The following are suggestions for specific drawing activities as well as follow-up questions to utilize in your work with children:

Self-Portrait

Follow-up questions:

- What kind of person are you? (Refers to personality and physical characteristics.)
- What do you like about yourself?
- How would your mom, dad, brother, or teacher describe you?
- What would you like to change about yourself?

Family Portrait

It is sometimes better to ask for "a" family instead of "your" family to make it less personal and threatening.

Follow-up questions:

- What does this family do together?
- How do the people in this family show love?
- What are the good things about this family?
- What is your job in the family?

SOME TIPS AND LESSONS LEARNED

This work can be done individually or in groups, depending on your comfort level and the constraints of your work situations. In groups, it is important to give all the children a chance to talk if they wish but also to allow them to pass if they are uncomfortable.

Some additional art activities are:

- Family puppets from paper bags. The child can act out scenes from family life.
- My Ideal Family
- Things I Can Do
- Things I Like/Dislike
- Things I Like About Me
- Me in Five Years, 10 Years
- The Five Most Important Things in My Life
- My House

— A Youth Development Volunteer in Ecuador

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OPTIONS

- You can use these activities in workshops and classes. Help young people look for their strengths and allow participants to pass if they do not wish to participate or share.
- These activities are based on art therapy. Unless you are a therapist, be prepared to help by listening and referring to local professionals.

Activity FIRST-AID WORKSHOP

IDEA/CONCEPT

Participants learn basic first-aid skills at a workshop in a local school.

FIRST-AID WORKSHOP

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [ ] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

GOALS

To help participants acquire knowledge and information about first aid and the confidence to take action in case of an emergency; to raise awareness about the importance of first aid and encourage youth to act as catalysts for similar workshops in their own school communities.

YOUTH DEVELOPMENT AREA

Family Life

TARGET YOUTH

Secondary school youth

TIME

The workshop takes place over two half-days or one full day, depending on the resources and the location of the schools involved.

PLANNING IT

The major cost involves transportation, so it is smart to choose a centrally located site. Participating schools usually agree to prepare the meals if the maize is donated by the surrounding schools and/or covered by a budget. The budget should also include extra cash for supplies such as first-aid handouts on topics such as Artificial Respiration and How to Treat a Choking Victim, a test to be administered at the end, and a Certificate of Successful Completion.

In Zimbabwe, most of our workshops are held at the cluster level. Each cluster consists of 30-40 schools. One or two youths represent each school. The workshop includes a discussion about how they can implement these programs when they return.

DOING IT

Topics for discussion or presentation included:

- Action at the emergency
- Deciding to act (personal safety)
- Assessing the situation
- Getting others to help
- Multiple casualties/injuries
- Diagnosis
- Rescue breathing
- Circulatory disorder
- Community-specific health concerns
- Bites and stings
- Fractures
- Sports injuries
- Burns
- Heat-related illnesses
- Transmissible diseases
- Poisoning
- Sample first-aid kit
- Wounds and bleeding

One or two youths represent each school. The workshop includes a discussion about how they can implement these programs when they return.

The Peace Corps medical officer was a key participant with the Volunteers and provided training on specific first-aid topics.

We gave participants a comprehensive test on the important topics covered during the workshop. After a brief break during which we graded the tests, we distributed certificates to those who successfully passed.

Sometimes we held a more formal closing ceremony to recognize participants for what they had learned and accomplished and to stress the importance of the information.

SOME TIPS AND LESSONS LEARNED

- Dummies are helpful. We made dummies out of clothes, stuffed to the size of an adult or an infant with heads made from balloons. Counterparts are particularly helpful in demonstrating how to treat an infant who is choking or in need of artificial respiration. We sometimes used an actual volunteer as a "victim."
- Ask participants to bring writing material with them so they can brainstorm ideas from the workshop to take back to their schools.
- Visual aids are helpful. They hold the attention of the participants and give them something from which to copy down valuable information.

- Counterpart participation is key to the success of each session. They provide valuable perspectives on cultural matters in first aid that Volunteers may not be aware of. They may also want to plan similar activities in the future without relying on Peace Corps involvement.

- It is very important to discuss the financial arrangements with the Counterpart teachers beforehand so that there are no misunderstandings. Generally, they are reimbursed for travel.

- The workshops can include schools at which there are no Volunteers, provided there is adequate support from the staff.

— A Health Volunteer in Zimbabwe

OPTIONS

- Instead of a Peace Corps medical officer, a credentialed, knowledgeable, and respected government or NGO health professional can provide the training.

- In addition to written tests, it may be a good opportunity for trainees to have a demonstration/lecture time where they display their knowledge and skills.

- Provide students with tips for how to present the information to others at their schools.

Club members learned skills that are crucial for them to know to be successful in their likely future professions.

Activity FUTURE FARMERS' CLUB

IDEA/CONCEPT

Establish an after-school agricultural club

GOALS

To link agriculture and education in a relaxed atmosphere, to provide practical experiences to students on agricultural topics, and to discuss alternative agricultural practices that are not a part of traditional school curriculum

YOUTH DEVELOPMENT AREA

World of Work

TARGET YOUTH

This works best with sixth to ninth graders. During the first two school terms, the club had an average attendance of 42 students per meeting. The ratio was 60 percent girls and 40 percent boys.

TIME

Weekly for 10 weeks

PLANNING IT

Involve and invite local government officers from the departments of agriculture, health, and economic development, for example, as well as representatives from local NGOs, and professionals such as veterinarians.

FUTURE FARMERS' CLUB

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [ ] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

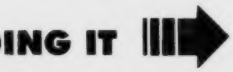
Good Counterparts are crucial. Choose Counterpart(s) who have both the available time and the motivation to help the club.

Funding:

Secure funding through income-generating activities like club dues and working for farmers during harvest. These activities garner small pockets of money but also help ensure dedication to the club. Also, write a proposal for funding. A local foundation, the ministries of agriculture and education, and a local NGO helped us.

Ten meetings, a club party, and two school scholarships cost about $40.

School supplies (chalk, flip charts, markers…)	Minimal cost
Candy/prizes for meetings	Minimal cost
Two scholarships	$ 16
Party supplies including drinks, buns, candy, and batteries	$ 20

DOING IT 

Club Meetings and Activities:

Week 1: Introduction, elections, and choosing club topics

Week 2: Compost lesson, relay races with prizes

Week 3: Composting activity; constructing a compost pile at the school

Week 4: Discussion of gardening, nutrition, and "Design Your Future Garden;" relay races

Week 5: Field trip to fish pond

Week 6: Veterinary officer speaks about rabies, raising animals, meat inspection

Week 7: Tree planting lesson and activity to plant trees for the school

Week 8: Agricultural officer speaks about soil conservation, environmental stewardship, and marketing agricultural products

Week 9: Agriculture and income generation discussion

Week 10: Planning a club party and the future of the club

- Keep the meetings fun and informal.
- Plan practical activities that the club can monitor such as tree planting and gardening.
- Encourage the club members to talk about things they have learned when they go home to their families.
- When conducting a lesson or meeting, use PRA (Participatory Rural Appraisal)[80] techniques such as asking the group questions and letting them teach you.
- Let the club choose the topics to be discussed.
- Invite guest speakers and take the club on field trips. Don't make the club's success rely on your attendance. It is not sustainable. The club members learned to express themselves outside of the traditional classroom setting. They also gained leadership skills and learned to manage the club's limited resources. The members worked in small groups, a practice that is not common in classrooms in my area. Club members learned skills that are crucial for them to know to be successful in their likely future professions.

— An Environmental Education Volunteer in Zambia

"During the first two school terms, the club had an average attendance of 42 students per meeting. The ratio was 60 percent girls and 40 percent boys."

GEOGRAPHY GAME

IDEA/CONCEPT

We created this game after lots of questions followed the posting of a world map on our porch.

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GOALS

To encourage learning outside the classroom; to increase knowledge of geography, specifically within the Volunteer's region of service; to have fun.

YOUTH DEVELOPMENT AREA

World of Work

TARGET YOUTH

We primarily have children from six to 12 years old playing, but some younger children have been able to grasp the game. We also had a few adults join us. We incorporated current events and newsmagazine articles into the adults' game for a greater challenge.

TIME

Two to three afternoons per week

GEOGRAPHY GAME

ASSET TYPES

- [x] Support
- [ ] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [ ] Positive Values
- [ ] Social Competencies
- [ ] Positive Identity

PLANNING IT

Gather materials:

- A map of the world, and one of the region or country in which you are serving
- Something to track the children's progress, like a poster board chart
- An inflatable globe, which is easy to have mailed from the U.S.

Develop questions around different geography-related themes.

DOING IT

Volunteers did this one on their front porch

We developed a series of 15-20 questions for each game with a common theme. In the first game, the children learned the South American countries and capitals. Each day after school, the children learned one country and its capital. The following day, they were required to show us on the map the location of the country and tell us what the capital is. If they knew the answer, they would move to the next level.

We marked their progress with stickers on a chart with their names. Everyone received a piece of bubble gum for their efforts, although this may not be necessary or appropriate in all situations.

BEST COPY AVAILABLE

After completing all of the levels of questions, the children were required to remember all the countries and their capitals. The ones who accomplished this received a small prize.

We moved through the Caribbean with the second game and are currently teaching them the flags of South America to reinforce the first game. Before close of service, we will finish with a game focusing on the United States.

SOME TIPS AND LESSONS LEARNED

We found that if we reviewed a little each day, the children were more likely to retain the information for this final test.

— Education Volunteer in Suriname

OPTIONS

- Children can also make a globe with papier-mâché if an inflatable one is not available.
- Games like this can be developed for other topic areas such as environmental themes (local plants and animals), history, arithmetic, and vocabulary.
- For older children and a more ambitious activity, paint a world map on a school wall or other building. Complete directions can be found in the ***World Map Project***.[81]
- You can do an experiential activity by having the young people map their neighborhood, town, or community and ask them to identify all the resources available to them. This may lead to a discussion of desires or activities like cleaning up the creek bed. (See "The Community Map" in "Tools, Techniques, and Games" on page 89.)

Papier-Mâché Recipe

1/2 cup all-purpose flour
2 cups cold water
2 cups boiling water
3 tablespoons sugar

Combine the flour and cold water in a bowl. Add this mixture to the saucepan of boiling water and bring it to a boil again. Remove from the heat and stir in sugar. Let it cool; it will thicken as it cools. Once it does, it's ready to use.

Tear newspaper into one-by-five-inch strips. Dip into paste solution. First run two fingers alongside both sides of strips to get rid of excess solution and then apply strip to object. You can use a balloon or any other round object as a mold for your globe.

BEST COPY AVAILABLE

Activity GIRLS' COMMUNITY BASKETBALL TRAINING

IDEA/CONCEPT

Sports development and skills training for girls

GOALS

To increase sports opportunities for young women, to share American culture and sports expectations, and to widen the scope of possibilities for 4-H activities.

YOUTH DEVELOPMENT AREA

Family Life

GIRLS COMMUNITY BASKETBALL TRAINING

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [x] Positive Identity

TARGET YOUTH

Twelve-to-15-year-olds or older

TIME

Two practices per week (one during summer break)

PLANNING IT

Resources needed:

- A venue—at least a semi-functional basketball hoop and court
- Basketball(s)—preferably more than one or two, but you would be amazed how much basketball skill can be learned in a group setting with few resources
- Enthusiasm and patience

DOING IT

1. Assess the level of interest in the sporting opportunity and advertise the activity.

2. We started with discussions of the differences between netball (a traditional "girls' sport") and basketball. The beginning involved a lot of teaching and quizzing about the fundamentals of the game and of sportsmanship.

3. We stressed the importance of punctuality, attendance, and commitment. Each day began with stretching and a general workout to get everyone's heart rate up, then moved on to the basketball skills training.

4. We worked up to two practices per week (except for summer break when we met once a week).

5. We are in the process of finding a suitable coach from the community to lead this young women's group after my departure.

Good community entry activity

SOME **TIPS** AND LESSONS LEARNED

In addition to organizing basketball training for girls and helping to organize one of the first Women's National Basketball Tournaments, a number of Peace Corps Volunteers joined *different* basketball teams. We played with the teams and assisted in promoting sportsmanship and other positive behaviors by modeling them ourselves. Most of us had significant basketball training in the past and were able to help our coaches with drills we had done on other teams.

Through participation in these teams, we were able to gain unique perspective on youth and, in particular, the issues that face young women in this country. We not only learned about the athleticism of some of these women but also made lasting friendships.

Through participation in these teams, we were able to gain unique perspective on youth in St. Vincent, and, in particular, the issues that face young women in this country. We not only learned about the athleticism of some of these women but also made lasting friendships.

If you decide to join a team, be sure to:

- Compete and stay committed to your team throughout the tournament. [Note: That proved to be a substantial commitment considering one tournament lasted for more than four months.]

- Assist the team with fundraising, such as obtaining support from local and international sports funding sources.

— A Youth Development Volunteer in St. Vincent and the Grenadines

OPTIONS

- Identify an adult or older youth from the start who can coach alongside you and continue on her own when you leave.
- Encourage the adult teams to support the youth teams.
- You can be involved as a coach or participant in other kinds of sports clubs as well.

GIRLS' EMPOWERMENT WORKSHOP

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [ ] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [x] Positive Identity

Activity GIRLS' EMPOWERMENT WORKSHOP

IDEA/CONCEPT

Middle school girls from different schools participate in one- or two-day workshops on issues of concern to women.

GOALS

Good way to promote empowerment

To help participants acquire valuable knowledge and the self-confidence necessary to succeed in school and beyond; to encourage participants to promote similar activities in their own school communities.

YOUTH DEVELOPMENT AREA

Family Life, Active Citizenship

TARGET YOUTH

Middle school girls

TIME

One or two days

PLANNING IT

In most cases, the major cost is transportation, so it is smart to choose a centrally located site. In our case, the host school is a boarding school that can provide accommodation for all participating students; Counterpart teachers stay at a nearby hostel. Making arrangements early can increase chances of receiving discounts. Peace Corps teachers can stay at the host Volunteer's house. Participating boarding schools are asked to contribute rice or flour equivalent to what their students would have consumed over the weekend and the students then cook the meals. A few day schools are able to make monetary contributions. The budget should also include extra funds for other supplies such as markers and flip chart paper.

It is very important to discuss the financial arrangements with the Counterpart teachers beforehand so that there are no misunderstandings. Generally, they are reimbursed for travel and lodging only. Clarify this in advance to avoid confusion and discord.

DOING IT

The workshops range in length from a daylong event to a full weekend, depending on the resources and the geographic situations of the schools involved. They include team-building exercises, participant-led discussions, sports, field trips to businesses and other community organizations that employ women with secondary school educations, and a celebration of song and dance. (See "Girls Empowerment Activities," page 106 in "Tools, Techniques, and Games," for detailed session designs.)

Some workshops focus on one major topic, such as health, while others explore multiple concerns. Prominent women from the community are invited to share their success stories and offer words of wisdom.

SOME TIPS AND LESSONS LEARNED

- It is important to select participants who will be capable of acting as peer leaders in their own schools.
- Most of our workshops are conducted entirely in the local language. Counterpart participation is key to the success of each session. Counterparts provide valuable perspective on cultural matters that Volunteers may overlook. Once equipped with the proper skills and experience, they will be able to plan similar activities in the future without relying on Peace Corps involvement.
- The overriding goal of these workshops is to set the stage in many communities for peer education activities and life skills development sensitive to

gender issues. Each participant walks away with knowledge and enthusiasm that enables her to act as a catalyst for promoting gender awareness at her own school. Some students organize their own workshops to share with classmates what they have learned. Others start Girls' Clubs to create support systems for female students. Other possibilities include Career Days, Peer Tutoring, and Girls' Sports Clubs. The options are limitless and, with the encouragement and support of Counterparts and Volunteers, the workshops provide an effective start in inspiring girls to set higher expectations for themselves and to pursue their dreams.

— An Education Volunteer in Tanzania

OPTIONS

Volunteers in Bulgaria ran a 10-day hike for teen girls. The goal was to boost their confidence at a time in their lives when they are likely to become preoccupied with what other people think and how they look. TEFL and Environment Volunteers teamed up with Counterparts to organize this "mobile camp." They built the following activities into the free time in the afternoons and evenings once the group had reached its destination for the day:

- "Getting-to-know" activities, if participants do not know one another
- Campfires, songs (in rounds, on hikes, in different languages), storytelling, charades, jokes
- Short nature hikes and making dream catchers with items collected
- Games: Blind Trust Walk, Trust Fall, All Aboard, Blind Square, Human Knot, Spider Web, Freeze Tag, Red Rover, Capture the Flag
- Scavenger hunts
- Journal writing: Keeping a daily log of trip/experiences
- Board games: Yahtzee and Scrabble were a hit as nighttime entertainment!

Before undertaking this kind of event, find out about local laws regarding taking students on overnight trips. Do you need a certified guide? Do you need a registered nurse? How many chaperones are needed? Is written permission required?

— TEFL/Environment Volunteers in Bulgaria

Activity GIRLS' MAGAZINE

IDEA/CONCEPT

To publish a girls' magazine consisting primarily of submissions written by adolescent girls in a variety of forms: articles, poems, cartoons, dialogues, or stories on any topic that relates to women's issues.

GOALS

To give literate, adolescent girls a venue to express their concerns and desires and to provide an informal educational tool that can be used to discuss women's issues.

YOUTH DEVELOPMENT AREA

World of Work

TARGET YOUTH

Adolescents girls and some boys ages 12 to 24 years old

GIRLS' MAGAZINE

ASSET TYPES

- ☐ Support
- ☑ Empowerment
- ☐ Boundaries & Expectations
- ☑ Constructive Use of Time
- ☑ Commitment to Learning
- ☑ Positive Values
- ☐ Social Competencies
- ☑ Positive Identity

TIME

To date *Aïcha: Les Filles Parlent Aux Filles* (Girls Speaking to Girls) has been published four times in the last three years. It can take over six months to gather articles, edit, and lay out the magazine, depending on staff and resources.

PLANNING IT

Seek funding from local and U.S. Government grants and NGOs, presenting the activity as one that furthers important gender and development dialogue. It cost about $2,000 to publish (an edition averaging 2,500 copies of 28 pages).

DOING IT

Great idea for magazine distribution

The magazine is distributed mostly through Volunteers and through various Guinean government agencies, NGOs, and the companies that purchase advertising space. The magazine is free. Demand is high. Therefore, Volunteers generally ask people to write articles for the magazine before they are given a copy. Requiring students to write articles to receive copies encourages participation and discussion of gender issues. It also increases the quantity of submissions from which to choose and helps avoid giving copies to uninterested people.

SOME TIPS AND LESSONS LEARNED

- Financing of the magazine is moving away from the public sector to the private sector by selling advertisement space in the magazine. To date we have moved from 100 percent public sector to 85 percent private sector support.
- Encourage collaboration between Volunteers and school faculty.
- Try not to lock yourself too firmly into publication schedules. Unforeseen hindrances may come up.
- Encourage boys to participate.
- Inspect for plagiarism before an article is printed.

This activity has increased awareness of and confidence in discussing gender issues among participants. Many Volunteers have noted the significant role that the magazine has played in helping them address gender issues in schools and other venues. Participants have written about topics such as Excision, Girls' Schooling, Gender Discrimination, Peer Pressure, Adolescent Reproductive Health, Family/Social Roles of Women, Polygamy, Depigmentation, Role Models, Music, and General Opinion. It has also increased private sector collaboration in gender and development activities and has introduced young people involved to participatory mass media.

"To date we have moved from 100 percent public sector to 85 percent private sector support."

— An Education/TEFL Volunteer in Guinea

OPTIONS ?

Young people can build a variety of skills through activities like this one:

- Decision-making skills by becoming involved in the selection process;
- Business skills by soliciting advertising and marketing the magazine; and
- Leadership and literacy skills by serving as "guest editors."

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Activity HEALTHY BODIES, HEALTHY SCHOOLS

IDEA/CONCEPT

District school health education activity and contest

GOALS

To expose students to information about health; to promote healthy behaviors; to involve teachers, health professionals, and education officials in teaching health; to make health an important topic to be treated in schools.

YOUTH DEVELOPMENT AREA

Family Life/Health and Nutrition

TARGET YOUTH

Youth in schools

TIME

One year

PLANNING IT

Good use of local materials

Using a curriculum designed by the national government, we created a simple personal and environmental hygiene curriculum. Later, with the help of the ministry of health, the national education service, and the community water and sanitation department, we expanded our curriculum to include water storage and transport, nutrition, puberty, drugs and alcohol, and reproductive/sexual health. We asked for permission from the education service to begin a pilot health activity in 10 schools.

DOING IT

We trained one teacher and headmaster from each school in teaching methods, the importance of health education, and simple health messages. Participants were given a copy of the curriculum and a timetable for the term.

Teachers taught while Volunteers and district officials monitored by doing personal hygiene and school compound inspections. Those schools found to be the healthiest were awarded a prize.

HEALTHY BODIES, HEALTHY SCHOOLS

ASSET TYPES

- [x] Support
- [x] Empowerment
- [x] Boundaries & Expectations
- [ ] Constructive Use of Time
- [ ] Commitment to Learning
- [x] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

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After a term of teaching health, we held final events wherein groups of students competed in performing original songs, drama, rhymes, and artwork about health. Winners were given prizes.

- Getting permission from education officials was important to teachers; official support was invaluable. Keeping them informed and involved helped build support for the activity, enabling us to expand and sustain it.
- Teachers presented the information very thoroughly but often did not use participatory methods.
- Having a timetable and checkups ensured that the program was followed.
- Behaviors did not change in small ways, but more facilities were needed in schools, such as toilets and hand-washing facilities, so that healthy behaviors could be encouraged.

"Getting permission from education officials was important to teachers; official support ...enabled us to expand and sustain the program."

An activity like this can be costly; however, it doesn't have to be. The smaller the activity, the less expensive it is, yet still effective for the students involved. Keeping training sites nearby can eliminate travel costs. The main cost is printing the curriculum. If the government agencies are involved, money can be requested from them. Corporations were very willing to give donations of soap, toothbrushes, and toothpaste. Children can pass the information and habits on to brothers and sisters they care for, parents, and other family members, creating healthier communities.

— Health/Education Volunteers in Ghana

HEALTH NEWSLETTER

IDEA/CONCEPT

A monthly grass-roots HIV/AIDS education newsletter

GOALS

To increase awareness of HIV/AIDS and sexually transmitted diseases (STDs) among youth and to encourage the young people in the community to take ownership of these important issues.

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YOUTH DEVELOPMENT AREA

Family Life/Sexual Health

TARGET YOUTH

Ages 10-20 and up

TIME

Monthly publication

PLANNING IT

Materials needed:

- A computer with word processing, preferably with a newsletter template. Windows 98 has a good one.
- A photocopier
- Paper and a stapler

Funding:

You'll need to cover the cost of paper and photocopying services. I got funding from an international development organization through the AIDS control program of the Department of State for Health. Once I showed that the money was well spent, it approved more funding. I started with 100 copies of each monthly issue and funding for six months.

DOING IT

Do this only if there are a good number of literate people in your area who can read the newsletter and spread the information to others who cannot read.

1. Invite people to write about HIV/AIDS or STDs. Tell them to be specific and use their own personal experiences and opinions. It might be hard to get submissions at first, but it will catch on.

2. Use various formats: interviews, questions and answers, editorials, and fact sheets. I included the same fact sheet on the last page of every issue. It was easy for someone picking up the newsletter for the first time to understand.

3. Come up with a catchy name. I used *Dandugol*, which means "Prevention" in Pulaar.

HEALTH NEWSLETTER

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

4. Each issue can have a different theme: condoms, counseling and testing, opportunistic infections, or STDs.

5. Make it easy to understand for the lay reader.

6. Edit.

7. Distribute to appropriate places: teachers, schools, peer educators, condom distributors, health workers, policemen, military men, young taxi/bush taxi drivers, Red Cross centers, family planning centers.

- It's important that the writing does not "talk down" to the target audience. Make sure you're speaking to them as adults and showing them respect.
- Get youth directly involved to give them ownership of the solution.
- It takes a lot of energy and perseverance, but it's worth every bit.

— A Health Volunteer in The Gambia

"Get youth directly involved to give them ownership of the solution."

OPTION

Use cartoons and artwork to increase accessibility to a low-literacy audience.

HOLIDAY CARNIVAL

IDEA/CONCEPT

By participating in the games, contests, and other team-building activities of a Holiday Carnival, 60 children (20 orphans, 10 HIV-positive children, and 30 nonorphaned, noninfected boys and girls) and their parents learned that social differences are often merely superficial. The controlled environment of the indoor carnival allowed for safe, supervised interaction and integration.

GOALS

To provide a safe forum for interaction among children from diverse social backgrounds so as to promote the values of equality, respect, and understanding, and to have fun.

YOUTH DEVELOPMENT AREA

Family Life/Life Skills

TARGET YOUTH

Orphaned and nonorphaned, HIV-positive, and noninfected boys and girls, ages six-13; in addition, eight older youth served as activity leaders.

TIME

Several weeks of planning time for carnival day

Using a youth club utilizes an already intact group. This can shorten planning time and brings in additional adults.

PLANNING IT

By meeting with representatives of the local orphanage, an association of parents of HIV-positive children, and a local youth club, we were able to assemble a group of 60 children ages six-13. We got donations of chocolates, oranges, and chewing gum from City Hall and a local grocery store. We set up a Christmas tree in a room donated by the Cultural Center.

Materials needed for a Christmas carnival:

- Craft supplies to make ornaments for the tree
- Fun masks for the children to wear
- A Christmas tree
- Music for carols
- A Santa suit

DOING IT

For a Christmas holiday carnival, we did the following:

- Masks—It is a carnival!
- Carol singing
- Games
- Visit from Santa Claus
- Tree decorating—The children made ornaments with craft supplies.
- Skits, involving the children, performed by a local youth drama club.

HOLIDAY CARNIVAL ASSET TYPES

- [x] Support
- [ ] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [ ] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [x] Positive Identity

SOME TIPS AND LESSONS LEARNED

The hardest part is getting the children to branch out from their respective peer groups. Be creative and lead by example, showing that you are not afraid of new and different people. With time and a little help from the carnival facilitators, children were laughing and playing together as if unaware of their differences.

— An Environmental/NGO Development Volunteer in Romania

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OPTIONS

- All countries have holidays. Culturally appropriate carnivals and festivals can be good bridges across differences.
- Be sure to include your Counterparts in the planning and implementation to increase sustainability and help ensure appropriateness.
- You may have to hold an informational meeting to educate parents and other adults about HIV transmission.

Activity LIBRARY CLUB

IDEA/CONCEPT

Meet regularly at the library to promote leisure reading and to support the library by repairing books.

LIBRARY CLUB

ASSET TYPES

- ☐ Support
- ☑ Empowerment
- ☐ Boundaries & Expectations
- ☑ Constructive Use of Time
- ☑ Commitment to Learning
- ☑ Positive Values
- ☐ Social Competencies
- ☐ Positive Identity

GOALS

To encourage youth to read by exposing them to the community library and the use of books, encyclopedias, atlases, and reference books, and to provide an opportunity for youth to engage in community service.

YOUTH DEVELOPMENT AREA

World of Work/Literacy

TARGET YOUTH

15-to-18-year-olds

TIME

After school, weekends, or biweekly meetings

PLANNING IT

Ask a local teacher to be a sponsor for the library club. The teacher can be present at meetings to discuss activities, ideas, and needs of the club.

Gather "repair supplies": tape, markers, pencils, and materials for making cushions.

DOING IT

1. Encourage book reports to inspire others to read.
2. Organize outings to other libraries.
3. Have library club members provide service to the library: stamping, repairing and shelving books, and making cushions for chairs.

SOME TIPS AND LESSONS LEARNED

Consider collecting a small fee to buy a special book or fund entertainment for members.

— An Education Volunteer in Lesotho

OPTIONS

- Encourage participants to reach out to other youth to involve them in the library club.
- Collecting a fee may limit participation. In some communities, it may be necessary to look for funds to subsidize participants' transportation to the library.
- Seek local sponsors for funds and display their names.
- See "Not Just Books" in the "Volunteer Open House" activity (p. 201) for an inspiring story on the impact of an opportunity on a girl's life.

Activity LIFE SKILLS TRAINING

IDEA/CONCEPT

By engaging in a life planning process, young people will learn to make healthy choices during adolescence.

GOALS

To encourage students to reflect upon themselves and their future, to build self-esteem by examining family and personal values, gender stereotypes, sexuality, and HIV/AIDS, and to learn effective communication, goal setting, and decision-making skills.

YOUTH DEVELOPMENT AREA

Family Life/Life Skills

TARGET YOUTH

Youth ages 12-18

TIME

One week, one month, or longer during or after school. This depends on the age of participants, the size of the youth group, and the atmosphere you want to create.

PLANNING IT

LIFE SKILLS TRAINING

ASSET TYPES

- ☐ Support
- ☑ Empowerment
- ☐ Boundaries & Expectations
- ☐ Constructive Use of Time
- ☑ Commitment to Learning
- ☑ Positive Values
- ☑ Social Competencies
- ☑ Positive Identity

1. Plan the workshop with the curriculum as your base. Be sure to include your Counterpart in the planning.

2. Read the ***Como Planear Mi Vida***[82] or ***Life Planning Education***[83] curriculum. For a strong AIDS focus, consult the ***Life Skills Manual***,[84] which outlines a myriad of activities for each theme. You can choose to augment and adapt the activities for your youth group.

3. Talk to the principal, a teacher, or another community member who may be interested in the workshop. Negotiate themes, dates, times, roles, and responsibilities of all involved, including students.

4. Write a Small Project Assistance proposal or look for other sources of funding for the workshop or series of workshops you want to give.

5. Network with local NGOs that work with similar themes to see if they could donate related materials and videos or assist directly with workshops.

6. Choose a group of students. Some Volunteers ask the school staff to choose a group of students, others ask students to sign up, and others give the workshop to entire classes of students during the school day.

7. Send out a letter to all parents or invite them to a meeting to inform them of the proposed workshop and encourage their participation and support.

8. Develop an evaluation tool for the workshop such as a pretest and posttest of the themes included.

DOING IT

All activities are outlined in the curriculum.

Good point!

SOME TIPS AND LESSONS LEARNED

- The more time devoted to Life Skills Training, the more trust will develop between you and the students and among the students. Trust is the key to generating worthwhile conversations during the workshop.
- Try to gauge a group's comfort level discussing sexuality before the sessions on this topic; then, you can tailor your approach to sexuality to reach them more successfully. Discuss this with your Counterparts and invite a respected local facilitator for discussions of sensitive topics.
- Invite local role models such as a nurse, doctor, mayor, priest, teacher, judge, pastor, local political leader, farmer, and homemaker to participate in the workshop where appropriate.
- Give out diplomas for those who attend at least 80 percent of the workshop. Invite students' parents to the closing ceremony.

— An Education Volunteer in Honduras

Send out a letter to all parents or invite them to a meeting to inform them of the proposed workshop and encourage their participation and support.

OPTION

Train students and/or parents to help plan and deliver sessions.

Activity MAKING WOODEN TRASH BINS

IDEA/CONCEPT

By building wooden trash bins the students will learn how they can help maintain a clean environment around their school and in their community.

GOALS

To teach students the importance of keeping the environment clean and to provide hands-on training using tools.

YOUTH DEVELOPMENT AREA

Community Life/Environment and Agriculture

MAKING WOODEN TRASH BINS

ASSET TYPES

- [ ] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [ ] Commitment to Learning
- [x] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

TARGET YOUTH

Eight-to-15-year-olds

TIME

A few days to collect wood and materials. Up to five days to do the activity.

PLANNING IT

Materials needed:

- Wood: depends on where you live, but for my activity I was able to obtain some old wood boards free. Ask around your community if anyone has some old wood that you could use.
- Hammer
- Saw
- Paintbrushes: one narrow, one wide
- Quart of green paint: you can paint about 10 trash bins if you mix the paint with unleaded gas so that it will last longer
- 1 tin of white paint
- Nails: use 1 ½-inch nails; one pound of nails will last about seven trash bins

DOING IT

1. Cut wood to desired lengths. I usually used pieces that were 30 inches long, about eight inches wide, and an inch or less thick. It depends how big you want to make the trash bins.

Clear building instructions

2. Cut eight pieces of wood (3x5 inches works) to connect the boards.

3. Lay two of the 30-inch pieces flat side by side lengthwise. Lay two of the 3x5 inch pieces across the two pieces about six inches from the top and bottom and nail them into the longer boards. Use a minimum of two nails per board. Be sure to bend the nails if they come through the other side. You should now have one solid board that is 30 inches long and 16 inches wide. Make three more of these in the same manner, for a total of four equal-size pieces.

4. Connect the four sides together by nailing the boards at the four ends. Make sure the little pieces of wood that you nailed to connect the boards together are on the inside of your garbage can.

5. When connecting wood, make sure you put enough nails on each side so that the trash bins stay together.

6. Turn your garbage can upside down and create the bottom.

7. Cut a board of old tin that will fit the shape of the garbage can and nail it on.

8. Paint your garbage can green with the wide brush.

9. The next day come back and have the children paint "Garbage" on the side, the year in which they made the garbage can, and the grade that made it.

10. Use the white paint and the narrow paintbrush for the lettering.

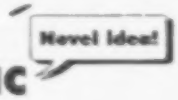
This is a great activity to do with the children in any primary school. It is also an inexpensive activity. Have fun!

— A Natural Resources Volunteer in Honduras

OPTION

You can also make trash bins by painting 55-gallon metal barrels. This makes it more of a painting activity.

MEN'S HEALTH CLINIC



IDEA/CONCEPT

The Men's Health Clinic, held on a monthly basis, gives young men a chance to discuss issues of concern in a comfortable environment. It provides a forum to transfer information about prevention techniques for STDs and AIDS. Men walk away from the clinic with a better understanding of their health and how it affects the lives of others, and the desire to pass on the knowledge they have gained. Clinic attendees become comfortable coming to the clinic when they feel sick and understand the importance of living a healthy lifestyle.

> ***Men are provided a separate registration and clinic area with a doctor, nurse, health educator, and Volunteer focused solely on men's health for the day.***

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GOALS

To provide health services to young men and to raise awareness of men's health issues such as sexually transmitted diseases and testicular and prostate cancers.

YOUTH DEVELOPMENT AREA

Family Life

TARGET GROUP

Young men between the ages of 13 and 35

TIME

One day per month

MEN'S HEALTH CLINIC ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [ ] Constructive Use of Time
- [ ] Commitment to Learning
- [x] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

PLANNING IT

During the planning stages of the Men's Health Clinic, informal research focused on reasons why males were not taking advantage of clinic services and the various health issues men found most important. It became apparent that clinic services were mainly targeted at women, providing pre- and postnatal services on a regular basis. Men interviewed indicated that STD/AIDS testing, reproductive health, general medical checkups, and health education were the most practical services the clinic could provide for them.

These factors provided the overall framework for the design of the Men's Clinic. It was designed to offer a holistic approach to encourage healthy lifestyle choices among young men.

DOING IT

The Men's Health Clinic offers the following services one day per month:

- Full medical exam by a doctor or nurse
- HIV/AIDS blood test
- STD testing and exam
- HIV/AIDS/STD education session
- Reproductive health—condom demonstration and distribution
- Prostate and testicular cancer education session
- Private counseling
- Job and skills training referrals to local schools, literacy programs, and technical institutions.

These services are offered in a male-friendly atmosphere, ensuring that men feel comfortable in the health clinic setting. Specifically, men are provided a separate registration and clinic area with a doctor, nurse, health educator, and Volunteer, focused solely on men's health for the day. They pay a nominal registration fee determined by the Health Department. While waiting to see the nurse or doctor, health educators and Volunteers make presentations and facilitate discussions on STDs/AIDS and reproductive health. The patients are then encouraged to give blood for an HIV and syphilis test after a general pretest counseling session. Private counseling and skills and educational referrals are available to patients waiting to give blood.

- You need to convince health officials and workers about the importance and relevance of a Men's Health Clinic. You cannot do this on your own!
- Talk to health officials in your district or community about the overall health condition of young men in your area.
- Visit area health clinics to understand and communicate the idea to nurses and doctors.
- Present a Men's Health Clinic proposal to the relevant officials and health workers. Ask for volunteers to join a Men's Health Team to implement the clinic. Set a date. Nothing motivates people more than a deadline.
- Find a doctor and/or a nurse to volunteer one day per month to work at the men's clinic. Finding a lab technician to take blood for the various tests can also be a great help and take some of the pressure off the doctor or nurse. Find health educators or work with a local partner to prepare presentations on STDs, AIDS, condom use, and cancer.
- Contact schools, training institutions, and literacy programs to let them know what you are doing and ask if you can refer patients to their institution.
- Make posters to decorate the clinic area and provide information.
- Advertise! Advertise! Advertise! In many cases, men have no knowledge of local health clinics or the services they offer. Make posters and fliers to distribute in places where young men congregate, such as bars, betting shops, sports fields, bus parks, and community centers. Get the help of local media to publicize your cause.

Attendance may be slow at first and it may be tough to motivate health officials and workers in your area, but eventually attendance will increase as health officials see the impact the clinic has and your support will strengthen. Above all else, have patience!

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- Attendance may be slow at first and it may be tough to motivate health officials and workers in your area, but eventually attendance will increase as health officials see the impact the clinic has and your support will strengthen.
- Above all else have patience!

Good tip!

— A Health Volunteer in Jamaica

OPTIONS

It is important to create safe environments for both men and women to receive health care. However, health issues, especially reproductive health and HIV/AIDS, do not occur in isolation but affect and involve relationships at both the family and community levels. It is critical that men understand women's health needs and issues and that women understand men's. Consider including education components about women's health issues in the men's clinic. These might include information on use of condoms and HIV/AIDS as well as some basic reproductive topics such as stages of pregnancy, embryonic development, and breast cancer. Women's health clinics can also provide information about men's health issues such as testicular and prostate cancer and HIV/AIDS issues for men. Increasing men's and women's knowledge about each other's sexual health will facilitate dialogue when necessary for behavior change.

Activity MURAL PAINTING WITH YOUTH

MURAL PAINTING ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [ ] Commitment to Learning
- [x] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

IDEA/CONCEPT

To use art as a tool to help young men make the transition from life in a detention center to life outside. It is also an attempt to gather the voices of an underrepresented population, help them define their issues, and have their voices heard in public debate and the creation of policy.

GOALS

To weave a variety of learning experiences into the creation of a mural. To use the public nature of the activity to help the boys link up with the community with which they find themselves at odds.

YOUTH DEVELOPMENT AREA

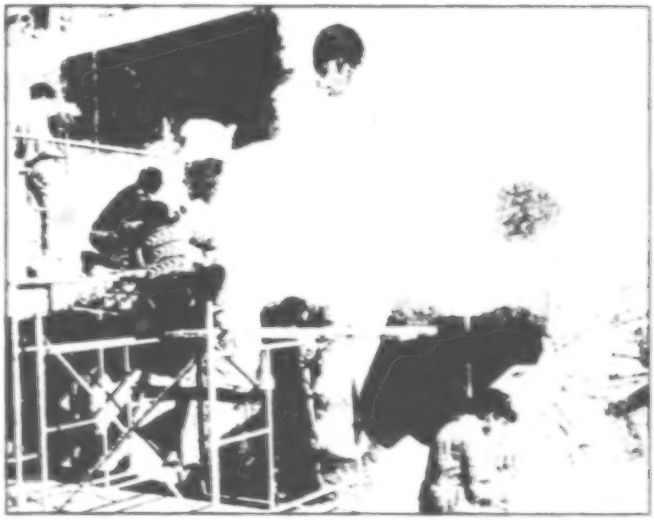
World of Work

Impacts and Results: A Real-Life Story

Mural painting turned one young man's life around.

Pablo, a bright 16-year-old boy, had been living on the streets for eight years when I met him. He had completed only the fifth grade. Though he had attempted to live in homes set up for youth like him, he preferred to live on the street. He slept during the day and stayed up at night to keep himself warm and alive. He started hanging around the Foundation and told me that he was interested in drawing. When someone says this to me, I know that I have someone to work with. So he started painting murals with us from the beginning of the project. I secured permission from the Catholic fathers who run the Rehabilitation Center for Pablo to live there while we worked on the project. It was during the rainy season, and it may have been the first time that the boy had been warm in months. He certainly started to look better within the first few days. Pablo had been looking for something for a long time. He didn't have proper identity papers, diplomas, or connections except those of the street. There was no way for him to reconnect himself to society.

The small monthly salary that we were able to pay him (about $30) went toward rent for a small room. With this small room, he was able to establish an address, a place to go to, and a place where he could keep his things. This gave him a feeling of security that led him to begin night classes to continue his education. The connection to our activities gave him a base and references from which he could reach out and find other, more permanent employment.



Mural making allowed Pablo to actively participate in an activity from beginning to end and at every level. Inherent in the activity are mechanisms for building self-esteem. The participants create something that is physically larger than themselves and is permanent. I saw Pablo change without much direct intervention. We provided an alternative and an opportunity.

TARGET YOUTH

Boys in a rehabilitation center

TIME

Each boy works full time for two or three months and stays with the project for a year.

PLANNING IT

I do a lot of fundraising. Everyone working on this activity is paid a nominal salary, just a little bit more than they could earn on the streets, and we try to keep everyone on the projects for a year. An Ecuadoran company sponsors each mural. The company, in return, receives publicity.

DOING IT

Probably for the first time in their lives, these boys wanted to be involved in something constructive.

A quality mural isn't that hard to paint once you know the tricks of the trade, which can be communicated in about a day.

I worked with two professional artists from the Quito area and started by painting a mural inside the boys' center. The first few weeks of the activity were not easy. We had to tear 500 pounds of crumbling cement off the wall and then rebuild it. This type of work certainly wasn't appealing to the boys and we didn't force them to do such hard labor.

Our goal was to interest them in wanting to do something. We appealed to their vanity and ego and painted a mural of four of the most positive boys as gigantic and immortalized beings, two stories tall. It got their attention. We had more volunteers than we could handle in the ensuing weeks.

Although in the months to come we would pay the boys wages and they would work as employees, their interest was sparked by the possibilities for growth and recognition. It was probably the first time in their lives these boys wanted to be involved in something constructive.

- Each image is created through a dialogue with the boys. The role of the professional artists involved in the activity was to be facilitators, with the bulk of the responsibility for the image placed upon the boys.
- We then alert the media and use the visual image for maximum public relations and awareness-raising exposure.

- We have been successful so far. We plan to make this activity a permanent part of the Fundación Estrella de la Mañana (Morning Star Foundation) with Ecuadoran artists taking over my role once the program has been established. There are plans to move on to rehabilitation centers for girls, and to develop projects in other parts of the country, talking largely and loudly the whole way.

— A Youth Development Volunteer in Ecuador

OPTION

If painting a permanent mural is not an option, consider creating one on paper or cloth. Though it will not last as long, it can still have a significant impact on the youth who create it and the community that sees it.

Good use of youth as resources!

Activity PEER TRAINING SEMINARS FOR REPRODUCTIVE HEALTH EDUCATION

PEER TRAINING SEMINARS FOR REPRODUCTIVE HEALTH EDUCATION

ASSET TYPES

- [x] Support
- [x] Empowerment
- [x] Boundaries & Expectations
- [x] Constructive Use of Time
- [ ] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [x] Positive Identity

IDEA/CONCEPT

Teams of students and a teacher from different schools are trained in reproductive health issues so they can educate other members of their communities.

GOALS

To develop youth peer leaders capable of disseminating reproductive health information among teens in their own communities; to help teachers and students advocate for the inclusion of reproductive health information in overall curriculum; to promote teaching methods that encourage students to develop their own values regarding such information; to give local participants practice in organizing and promoting health education in their communities.

YOUTH DEVELOPMENT AREA

Family Life

TARGET YOUTH

Seventh-or-eighth-grade students, local teachers, and school officials

TIME

Five-day seminar

PLANNING IT

Resources needed:

Twenty-five interactive lessons that promote practical application of knowledge presented pertaining to:

- Values and decisionmaking;
- Healthy relationships;
- Communication skills;
- Sexually transmitted diseases (STDs), HIV/AIDS, and proper use and discussion of condoms; and
- Domestic violence and sexual abuse.

During the five day seminar, work with one of the above themes per day. You will also need paper and pens for participants and additional paper for activities carried out in the lessons.

Identify communities with an interest in a health program or with a great need, especially areas with high rates of HIV or drug use.

Develop a proposal and seek funding. Some options may be the Peace Corps, local funding organizations sponsored by the World Bank, or the UNDP. Five seminars for 100 students in four locations cost in total about $2,000 in Moldova. Variables include transportation, distance traveled by participants, translation costs for materials, and the value of the dollar in your country of service. Seminar leaders volunteered their time. Transportation and food costs for the week of the seminar were roughly $18 each. Five seminars required 10 seminar leaders. It cost approximately $1,000 to translate and print 300 copies of the 134-page manual.

Identify qualified nationals to volunteer as seminar leaders. We preferred young adults of college age who recognized the concerns and values of youth.
Conduct a special training for seminar leaders to learn to work with each other, to develop skills in leadership, facilitation, and communication, and to create a comfortable, open environment for students. In Moldova, we were lucky to work with an NGO that had done many youth seminars. You will need two trainers for each seminar or four for each site: one pair to work with students, the other to lead the seminar for teachers.[85]

Ask members of the communities interested in your ideas to arrange a site for the weeklong seminar.

Lots of good host country national and youth participation

Select pairs of students, one male and one female, from the seventh or eighth grade, and a teacher from the school to attend. The teacher should be someone willing to work with the two students as a team after the seminar to implement the curriculum back at their home school. The teacher provides authority while the male and female students serve as role models. Be sure parents and school directors have given permission.

For each seminar site, select a local teacher or school inspector to be the seminar organizers. They are responsible for managing the budget for transportation, food, and lodging and for demonstrating proper use of funds. They must also find a place to hold the seminar, and organize evening activities if participants and trainers will be spending the night. *Example*: If six pairs of students come from each of the hosting town's six schools and four additional pairs come from four villages nearby, eight students will need lodging and money for transportation, while 12 will not.

DOING IT

The content of the seminar sessions is the responsibility of the visiting seminar leaders, not of the site organizers.

Structure your seminar so that the schedule is similar to the school routine in your area. In Moldova, the seminar was from Monday to Friday. Activities began at 8:30 a.m. and went to 3 or 4 p.m. with several breaks, games, snacks, and lunch. Seminar groups were kept small: 20 students/two leaders. Students were reminded that they would be leading the activities for their own classmates so they could keep this in mind while they participated in the activities as learners.

Hold an identical seminar for participating teachers in a separate room. Encourage teachers to think of the students they came with as assistants in leading the lessons after the seminar. We found that it was important to separate students from teachers to begin the seminar so that students and teachers would participate more freely. On the second to last day, or last day, combine the teachers and students so that they have a chance to practice working together before leaving the seminar.

Finish with a graduation ceremony. Emphasize the new responsibility of each team to lead activities back at school. Be sure participants receive free materials or descriptions of the activities they learned to take with them. Encourage the seminar leaders and participants to continue their relationships by staying in touch and consulting each other on the program's progress.

SOME TIPS AND LESSONS LEARNED

- Volunteers participate mostly at an organizational level. It is important that Volunteers serve as assistants to host country nationals so that they have the chance to develop skills they can use long after the Volunteer has left.

- Begin with one seminar. If everything goes well, expand to two or three new locations. Use people who participated in the first seminar to help organize and lead the second, third, and so on.

- Expand to sites where other Volunteers are located. This may help that Volunteer to become more involved in his or her community.

- Expand to sites where successful health activities are taking place, and where community support is most likely, regardless of Peace Corps involvement. In Moldova, several Health Education Volunteers have set up health resource centers through Small Project Assistance grants. These centers have libraries, computers, and copiers, and most were granted SPA funds with the understanding that seminars would also be conducted to promote health information. The peer training seminar is a good example for these centers to fulfill this promise as well as to make an active entrance into the community.

- Keep in mind that if you help the program in four or five of the 10 schools represented at the seminar, your work has been successful. While you may not affect the official curriculum at each of your schools, it is quite probable that the teens who attended will discuss their new knowledge with their friends and accurate information will seep into the community.

— A Health Education Volunteer in Moldova

OPTIONS

- To select participants, create a committee of host country nationals and ask the principal to submit to this committee the names of teachers and students who have indicated their interest.

- It is possible that the youth you want to reach are not attending school. It is possible to select out-of-school youth and train them to become youth leaders. Though they would not have the benefit of organized class time to lead activities, they could develop their knowledge and communication skills to use in the streets and to educate their peers.

- Consider including information about sex trafficking of women in the lessons on STDs, values and decision making, reproductive health, and domestic violence/sexual assault.

MORE TIPS

A Volunteer from The Gambia provides the following tips for Volunteers designing reproductive health education workshops.[86]

It's best to have a host country national as a co-facilitator so he or she can help resolve any sticky cultural issues.

Do a lot of background research. Make sure you understand something well before teaching it.

1. Start with an introduction. Explain the steps from HIV infection to full-blown AIDS. I used a cartoon that personified white blood cells, the AIDS virus, the body, and opportunistic infections.
2. Try to make the workshop very interactive. Get participants involved in discussions. Have a group work session to vary the format. Break up the audience into three groups, each answering one question.
    - What ways can't it be transmitted?
    - How is it not transmitted? (Transmission misconceptions—mosquitoes, casual contact...)
    - Who is most at risk for contracting the virus?
3. As the secretary of each group gives the group's answers, you can discuss and correct the answers, if necessary.
4. Talk about the signs and symptoms of AIDS.
5. Talk about STDs and how they facilitate the transmission of HIV.
6. Give statistics for infection rates in the country. To give perspective, I gave stats on the world and then moved to the region, then the country, and then the division.
7. Discuss prevention. Include a condom demonstration.
8. Suggest ways that the participants can explain to others such as through drama and classroom lessons.

Prepare yourself for doubters; have explanations and counter-arguments ready, and have your Counterpart ready as well.

Look for ways to provide free condoms if there isn't already a good distribution system. They are often in high demand, but many people may not know where to get them or are too embarrassed to look. A member of a local football team, a popular youth, a local army base, taxi parks, bars, and nightclubs can all be potential distributors.

— A Health Volunteer in The Gambia

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PRODUCE AND SELL DOLLS

IDEA/CONCEPT

Fundraiser for an orphanage

GOALS

To raise funds for holiday gifts and celebrations, introduce the fundamentals of business, encourage young people to explore their artistic abilities, and have fun.

YOUTH DEVELOPMENT AREA

World of Work

PRODUCE AND SELL DOLLS

TARGET YOUTH

Four-to-15-year-olds

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

TIME

Weekly for several weeks

Good way to teach small business skills

PLANNING IT

1. Decide on an easy, low-budget product to sell—preferably a product that is made mostly with natural resources, like leaves, that are free.
2. Find a venue or event where the product can be sold.
3. Send a letter to potential donors requesting materials necessary to make the product.
4. Collect materials. For dolls, these included ribbon, paint, glue, plantain leaves, and palms.

DOING IT

1. Set up workshop dates and make the product, delegating responsibilities of production according to age and skill level of the children.
2. On the day(s) of the sale, bring a few of the older youth to sell the product.

3. Decide what sort of gifts to buy with the proceeds of the sale. Some options include books, educational toys/materials, sports equipment, arts and crafts supplies, and toys.

4. Give the gifts to the group. Be sure to make the connection between the creation of the product and the sale of the product and how this produced funds that allowed for the purchase of the gifts.

5. Have a celebration with community members and the children to help raise the level of consciousness in the community and reinforce the positive things that come from hard work and team effort.

6. Hand off the idea to a community group/club with the understanding that a part of its sales will be donated to the group of children.

- This activity was made possible through monetary and material donations from doctors in the U.S.
- When we bought the gifts, we explained that we were buying them for an orphanage and received discounts. The merchants and community members were very open and willing to help.
- We negotiated with the community group that took on the activity that 5 to 10 percent of sales would go to the children.

— Business Volunteers in the Dominican Republic

Be sure to explain that the gifts are a direct result of participants' hard work and effort. Make the correlation between the creation of the product and the sale of the product and how this produced funds that allowed for the purchase of the gifts.

OPTIONS

- Older youth can be involved in bookkeeping, fundraising, choosing gifts, and follow-up to thank sponsors.
- Depending on the cost of the items sold, up to 30 percent of the sales amount can be returned to the children.

REPRODUCTIVE HEALTH FOOTBALL CAMP

IDEA/CONCEPT

Great way to reach these young men. Try this with peer educators.

Training football (American soccer) coaches and boys in football skills every morning and sex education each afternoon

GOALS

To educate boys about sexual reproduction, AIDS, and STDs through football.

YOUTH DEVELOPMENT AREA

Family Life

REPRODUCTIVE HEALTH FOOTBALL CAMP

ASSET TYPES

- [x] Support
- [ ] Empowerment
- [x] Boundaries & Expectations
- [x] Constructive Use of Time
- [ ] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [x] Positive Identity

TARGET YOUTH

50 young men ages 14-24

TIME

One week

PLANNING IT

Resources needed:

- Use of the school to lodge participants and conduct classes*
- Cooks or kitchens*
- Football*
- Lodging for the visitors*
- Use of a generator*
- Fuel
- Certificates and T-shirts

*The community provided these resources. An NGO affiliated with a U.S. university and the national education and reproductive health services provided additional funding.

Staff included:

- Three U.S. university representatives
- One Peace Corps Volunteer
- Eight youth activist/organizers
- Four national information services cinematographers
- One representative from the football coach association

DOING IT

The camp started with an opening ceremony. Members of the district health management team spoke. Local officials were invited and the chief was the guest of honor.

Daily schedule

8 a.m.–12 p.m. The football coach trained with the boys, teaching discipline and fine-tuning their football skills. The coaches were also involved so that they could continue working with the players on their skills after the camp.

12: 30–1:30 p.m. Lunch

2:00–5 p.m. Educators from the youth activists organization facilitated the afternoon sessions on reproductive health. Though the course had to be amended, since the young men needed to learn the basics, they were very comfortable talking about sex and other taboo issues.

The national information services provided educational movies in a different location in the community each night.

On the last day, the community was invited to a final football match to witness the culmination of football skill development. A closing ceremony was held and certificates and T-shirts were distributed.

A documentary was made and was shown on local television.

The coach instructed them on reproductive health lessons while teaching football strategies.

'Work as a team; don't just think about yourself when it comes to sex. When you play football without boots, your feet are unprotected and get injured; if you have sex without the appropriate contraceptives, you can get AIDS.'

SOME TIPS AND LESSONS LEARNED

- There was a dramatic improvement in football skills and general knowledge about sexual reproduction, AIDS, and sexually transmitted diseases (STDs). Participants were given pretests and posttests, and scores increased dramatically.

- The coach from the football coach association worked extensively with the young people and with six coaches and teachers in the community. He instructed them on reproductive health lessons while teaching football strategies. Two examples:

  "Work as a team; don't just think about yourself when it comes to sex."

  Good messages!

  "When you play football without boots, your feet are unprotected and get injured; if you have sex without the appropriate contraceptives, you can get AIDS."

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- The community seemed to get a lot from the camp. Role models from the capital increased awareness of responsible sexual behavior and everyone enjoyed a fun football match with improved techniques.

— A Health Volunteer in Zambia

TAKE OUR DAUGHTERS TO WORK DAY CONFERENCE

IDEA/CONCEPT

Girls living in rural areas travel to mid-size cities for a conference and attend work with women living there.

TAKE OUR DAUGHTERS TO WORK DAY CONFERENCE

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [ ] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

GOALS

To encourage girls' education in rural areas through exposure to working women, thereby providing options and motivation to traditionally illiterate and housebound lifestyles.

YOUTH DEVELOPMENT AREA

World of Work

TARGET YOUTH

Grade school girls from rural areas

TIME

Four days

PLANNING IT

1. We worked with the local branch of the national women's association. It provided a central facility and host mothers.

2. We applied for and received a grant from the local American Women's Club. This provided all of the funding for the event: all transportation, lunches, snacks, gifts for host families, paper, pens, film, and a large closing ceremony.

3. Each Volunteer in the province accompanied three girls in grade school to a nearby mid-size city for the conference. Usually the school staff helped select those girls who would benefit; the principal criterion was that they were eager about studying.

DOING IT

Good use of local adults

Girls were paired up to stay with a host mother and accompanied her to work one morning. All sessions were held at a facility run by the women's association and conducted in the local language, then translated into the national language. Some girls speak only their local language.

The schedule for the conference was as follows:

Day 1

3–4 p.m.	Girls and Volunteers arrive at the women's association facility; snack
4–6 p.m.	Host women arrive, conduct introductions, discuss conference program

Day 2

8 a.m.–12 p.m.	Participants accompany their host mothers to work
12–2 p.m.	Lunch at the women's association
2–3:30 p.m.	Discussion and presentation of work visits
3:45–5 p.m.	Panel of host women on education and work
5–6 p.m.	Interactive exercise on women's roles and work in society

[The goal of the activity is] to encourage girls' education in rural areas through exposure to working women, thereby providing options and motivation to traditionally illiterate and housebound lives.

Day 3

9–11 a.m.	Participants and Volunteers tour local middle school
11 a.m.–12 p.m.	Participants attend sewing or knitting class at the women's association
12 p.m.–2 p.m.	Lunch
2–4 p.m.	Presentation on female reproductive health
4:15–5:15 p.m.	Presentation by Volunteer on making skin salve to sell
5:15–7 p.m.	Outing to local park and waterfall
7 p.m.–	Party at the women's association—dinner, dance, and presentation of certificates, photographs, and gifts

Day 4

9–10 a.m.	Participants and Volunteers discuss follow-up in their villages
10 a.m.	Everyone leaves to travel to their villages

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Follow-up

After returning to their villages, the girls shared their experiences with a larger group. This was done either formally in classrooms or informally with groups of girls and their families.

SOME TIPS AND LESSONS LEARNED

- Start small. Only one province held this conference the first year, with seven Volunteers and 19 girls. The following year two more provinces joined. All three collaborate with their branch of the women's association.
- We initially obtained permission from relevant local ministries. This facilitated getting permission from local schools and parents.
- Upper elementary school girls were our focus because that is the highest level of education in most rural areas. Any higher schooling requires living away from home.

— An Education Volunteer in Morocco

OPTIONS ?

The Women's Business Leadership Camp in Lithuania brought together women and girls for a conference with similar goals. Its agenda included workshops on the following:

- Attitudes about ourselves, other people, and the evolving role of women in business.
- Self-esteem: What is it? How to identify and overcome stereotypical roles of women in the workplace.
- Values: What do we value? How to use those values in the workplace.
- Skills and careers: What are our hidden talents? How can they help us plan for our future roles in the workplace?
- Decision making: What kind of decision makers are we? What are the steps to making important decisions?
- Team building: How can it be used effectively in the workplace?
- Aggressive, assertive, passive: What kinds of behaviors are these? How to recognize these behaviors in ourselves and others; how to successfully apply

this knowledge in the workplace; how to effectively use conflict management.

- Goal setting: What is a goal? The importance of setting goals; how to effectively set goals for our personal and professional lives.
- Entrepreneurship: What is it? How to integrate the other building blocks to become a successful entrepreneur.

— A Business Volunteer in Lithuania

TAKE THE STUDENTS TO WORK DAY

IDEA/CONCEPT

Girls and boys living in villages in the interior are faced with complex educational challenges. They do not receive the encouragement and other support they need to stay in school. Many students drop out and few students successfully complete the sixth grade, the highest grade level available in most villages.

GOALS

To increase awareness of the need to encourage career planning among youth in the community; to help children become aware of career choices through hands-on experience; to strengthen relationships between skilled workers and students; to identify role models for youth in the community; and to help students realize the importance of staying in school.

YOUTH DEVELOPMENT AREA

World of Work

TARGET YOUTH

Twelve students from the fifth and sixth grade classes were invited to go to work with an assigned skilled worker in the community. The students ranged from ages 14 to 17.

TIME

One day, or many days with shorter sessions

TAKE THE STUDENTS TO WORK DAY

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [ ] Constructive Use of Time
- [x] Commitment to Learning
- [ ] Positive Values
- [x] Social Competencies
- [x] Positive Identity

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PLANNING IT

1. Get community members involved! Talk with the head teacher or person in charge of the school to get his or her support. Elicit his or her help in talking with the other teachers and skilled workers in the community. These might include hospital and health clinic employees, police, local business owners, teachers, and carpenters.

2. Establish a time frame for the activity and get approval from the head teacher. This might be one full eight-hour workday or one to two hours per week for one month.

3. After explaining the concept and expectations to potential role models, ask for their voluntary participation. Provide workers with a written explanation of the day's activities and what they are expected to do:

   a. Provide a hands-on demonstration of the type of work they do.

   b. Involve the students in their work and expose them to daily activities.

   c. Describe to them the formal schooling and/or training involved in learning their career skills.

   d. Help the students answer the list of questions they have prepared for the workers.

"Bring the groups back together. Meet with the students at least one more time after the events. Also meet separately with the career Counterparts as a group."

4. Have the teacher identify the specific children who will be participating. Most likely, you will find the students excited to have the opportunity to do something new and different. We allowed the students to choose which career path they wanted to take, and then we assigned each student to a worker in the community.

5. Help the group to develop a list of questions to ask their career counterparts. Instruct students to take these questions with them on their assigned day or days and find out the answers.

DOING IT

1. Tell everyone in your community about Take the Students to Work Day. The more that people learn about this activity, the more you are increasing awareness about career planning within the entire community.

2. Hold a small reception directly following the conclusion of the planned activities. Ask for volunteers to provide snacks/drinks for the reception.

3. Bring the groups back together. Meet with the students at least once more after the events. Discuss the activity and what they learned. Discuss the answers to the questions. Also, meet separately with the career counterparts as a group. Find out what they thought about the activity and ask for suggestions and changes for next time.

4. Following your meeting with the students, create a school writing assignment with approval from the teacher—for example, Why I Want to Be a Teacher or What I Learned at the Clinic.

Nice follow-up activities

SOME TIPS AND LESSONS LEARNED

- Assign one student per worker if possible. This provides individual attention and encourages the development of a mentoring relationship between the career counterpart and the student.

- Take pictures! Search for ways to fund this because the participants will love to have a reminder of their participation. A local organization may be able to provide money to buy one or two rolls of film.

- Create poster board displays with the help of the students. Use photographs and include quotes from the participants. We had each student write two things they learned, and included these comments on the poster boards. We placed posters in the school and in the health clinic to allow all members of the community to view them.

- Get local media involved. Contact local newspaper and radio stations to let them know what's happening in your community.

— Education Volunteers in Suriname

OPTIONS ?

Look for ways to involve youth in planning this activity. Could they help select the careers that will be represented on Take the Students to Work Day? Identify community Counterparts? Do publicity? Assist with the reception?

Activity VOLUNTEER OPEN HOUSE - #1

IDEA/CONCEPT

Open your home in the afternoons for kids to learn in an informal setting. Within designated parameters, the kids choose when they want to come and go, and what activities they do. As the mood strikes, the Volunteer can actively work and play with the kids or choose to just be in the room working or reading.

GOALS

To improve literacy, math skills, creativity, self-esteem, and understanding of science and nature, and to provide a safe place to play.

VOLUNTEER OPEN HOUSE - #1

ASSET TYPES

- [x] Support
- [ ] Empowerment
- [x] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [x] Positive Identity

YOUTH DEVELOPMENT AREA

World of Work

TARGET YOUTH

Kids ages five to 12, but older kids are welcome

TIME

A few afternoons each week

PLANNING IT

- Request donations of books, especially beginning readers, and books about nature and self-esteem, art supplies, or money from World Wise Schools classes, from friends or family in the U.S., from U.S. libraries culling their stacks, or from a SPA grant.
- Collect one-sided used paper donated by local organizations. Save your clean reusable trash, such as boxes, bags, and bottles, for art projects.
- Start reading or telling stories to kids in the nearby school, in the library, and in front of your house.

DOING IT

1. Read or make up environmental stories or stories with positive themes that can help improve kids' confidence. Read to a group of kids or read with

one or two kids, alternating so each of you reads a page. As their literacy improves, you can encourage them to read on their own or to other kids.

2. Make simple books. Have the children make up their own stories and copy them into the books. For pre- or beginning readers, the Volunteer can write down the story and then the kids can copy over the words with a pen.

3. Have beginning readers choose a word that is important to them. Write it on a stiff piece of paper and have them copy it over on another paper, share it with their peers, and tell someone something about the word. The next day have the kids pick their own words out of a pile of words and successfully tell you what they are. Keep all the successfully read words together. Once a child has 40 or so words mastered he or she can begin to write sentences and stories with them.

4. Play games and improve basic math skills using activities such as card games, dominoes, and dice.

5. Do puzzles and play games with a nature bent. You can also make puzzles by gluing magazine pictures onto cardboard from cereal or other boxes and then cutting them up.

6. Have children draw pictures about the books they've read, from their imaginations or from nature. Stick their pictures on your walls to decorate your house. That will make the children very happy.

Be careful with prizes and gifts. Prizes for reading 10 books can encourage them to read books that are shorter or too easy for them. Also, they can take away their intrinsic desire to read. Allow them instead to put up one drawing per day on the wall.

Great tips!

SOME TIPS AND LESSONS LEARNED

- Ham up your storytelling with funny voices or animal sounds and act out scenes from the story, especially when reading to a class. Have the kids participate by telling you what they see or saying aloud the repetitive text they have memorized.

- When reading a foreign language, make sure you're pronouncing the words right—get the kids to tell you if your pronunciation is correct. Also, some texts use vocabulary that is not used in your region. If they have a different word for the same thing, use it to help their comprehension.

- Have just a few ground rules such as: wash your hands before reading books, no hitting allowed, do not go into the bedroom, and clean up after yourself before leaving. Set up designated times they can come, such as afternoons when you are home, but do not be afraid to say "Not today," or "It's time to leave now." In your house, do not allow hitting or abusive, mean talk.

- Be careful with prizes and gifts. Prizes for reading 10 books can encourage them to read books that are shorter or too easy for them. Also, they can take away their intrinsic desire to read. Allow them instead to put up one drawing per day on the wall. The drawing can come from a book they read, their imaginations, or nature.

- Be careful in your responses to their work or drawings. Be positive, but in a specific way. It is better to say "I like the way you colored that flower," or "You used a lot of colors in that flower," than "That's pretty." If you must criticize, criticize the action, not the person. Say something like "Do not go through the trash, it can make you sick," instead of "Little Piggy!"

— An Education Volunteer in Nicaragua

A similar club in Ecuador had a profound effect on the life of one girl.

Not Just Books

Yanine is a 15-year-old smiling, healthy, and happy teenager who lives in 5 de Junio, one of the barrios where I work in Esmeraldas, Ecuador. Yet, there's a lot behind that big grin and silly laughter, and I feel blessed to be a part of it. A year ago, Yanine was sitting with her mother in her house when my co-worker and I passed by to ask permission for her to participate in a new reading program we were starting. As Yanine listened, her mother responded with great certainty that her younger brother could join the group, but that Yanine was retarded and wouldn't be able to handle it. Upon inquiring, we learned that Yanine was 14 but had not been in school since she was 11 because of a health condition that caused her to have seizures. Because of this condition, the doctors and her family considered her mentally retarded. After some verbal tug-of-war, we persuaded her mother to give Yanine permission to participate in "Books Read," assuring her that we would give her easy books that would not cause her much stress.

Yanine began to participate in "Books Read," a reading promotion program I started based on my experiences with a corporate-sponsored reading program in the States. At first, we helped her choose easy books, and she read them with a determination unmatched by her brother or any other. After she received a prize for reading five books, we increased the level, and she continued, never failing to bring a book read cover to cover each Saturday that we met.

One Saturday, Yanine and her girlfriends arrived early and we began to talk. She expressed, with tears running down her cheeks, how lonely she felt when all her friends talked about school and she had nothing to share. She loved school and wanted to go, but her mother would not let her. We went to her house the next day and talked to her mother, who explained to us her fears that Yanine would get stressed and suffer a seizure, causing her to lose her daughter. We shared with her Yanine's feelings and how the restrictions were harming her. Because of the magnificent progress she had made in the reading program without any side effects, the mother decided to give it a try.

Yanine entered the seventh grade, without a care in the world about being older than her classmates. She continued to read as well, and won prizes at the end-of-the-year celebration for most improvement and most books read. We have seen Yanine's self-esteem skyrocket and her confidence improve immensely. She just passed to the eighth grade and finished her 18th book; she is now a leader in the group.

— An Education Volunteer in Ecuador

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VOLUNTEER OPEN HOUSE - #2

A Volunteer in Honduras created a similar activity and shares these ideas for "Daily Afternoon Creative Learning."

GOALS

I wanted to show kids how one could play in a creative and appropriate manner instead of choosing negative activities. This is meant to be just another part of daily living rather than an organized activity.

YOUTH DEVELOPMENT AREA

World of Work

PLANNING IT

Talk the idea over with your family, site-mate, or housemate.

Develop a creative learning library with whatever you are willing to share: books, newspapers, paper, and other art supplies donated from your hometown school, library, university, friends, and family.

DOING IT

1. If snacks are available, encourage kids to wash their hands with soap before they receive the snack. Talk about the food they are eating. Ask them why they think it is good to eat. Choose fruit whenever possible!

2. Encourage healthy cooperating. Teach conflict resolution skills to help them when there are arguments. To most kids, this is very new idea for resolving problems.

3. Take pictures of kids and their art.

4. Encourage kids to talk about whatever is on their mind, a holistic approach to creative playing.

SOME TIPS AND LESSONS LEARNED

- In the beginning, you may have to demonstrate how to draw or play. I found that many kids didn't know exactly what I was talking about when I said "Draw something," or "Look at this book." Be patient and show them the way.

VOLUNTEER OPEN HOUSE - #2

ASSET TYPES

- [x] Support
- [ ] Empowerment
- [x] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [x] Positive Identity

- Never be afraid to ask kids to leave your house after an hour or so. Remember, it is your house, and these kids are not your full responsibility. You are just another important person in the village helping raise these kids.
- Always save time for yourself for reading and creative art, too!

— An Education Volunteer in Honduras

OPTIONS

- Create a drop-in center in another location.
- Invite a young adult or two with good literacy skills to help you facilitate the group and perhaps move it to his/her home when you are gone.
- Look for ways to have children share their work and learning with their parents.
- Take field trips to the library, newspaper, or other local institutions and businesses.
- Male Volunteers should always have at least two children in the house at one time to lessen concerns about inappropriate activities.

WATER RESTORATION PROJECT

"It was organized by students, for students. Many adults participated as well, including teachers and community leaders."

IDEA/CONCEPT

The involvement of young men and women energized a previously institution-based watershed reforestation project and increased the participation and commitment of other community members.

GOALS

To contribute to reforestation of a local watershed and to increase public awareness and popular support for smart environmental management.

YOUTH DEVELOPMENT AREA

Active Citizenship

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TARGET YOUTH

Secondary school boys and girls (13-17 years old); young men and women at a local teacher-training college

TIME

Varied with activity from two days to two months

Good coordination with work of current and former Volunteers and their Counterparts

PLANNING IT

The work of previous Volunteers and their Counterparts was important to the success of this activity. They had drawn maps of the watershed, pinpointed areas of critical concern, and developed strategies for agricultural and environmental extension as well as for tree production. In the first year, I began working with an interagency commission to develop a strategy for reforestation that would include raising awareness of biodiversity issues in the surrounding community.

WATER RESTORATION PROJECT

ASSET TYPES

- ☐ Support
- ☑ Empowerment
- ☐ Boundaries & Expectations
- ☑ Constructive Use of Time
- ☑ Commitment to Learning
- ☑ Positive Values
- ☐ Social Competencies
- ☑ Positive Identity

In the second year, I contacted the Peace Corps Volunteers in school zones close to where I was working and together we visited the schools. We identified one grade level from four different schools where the teachers were enthusiastic and supportive of the activity. We presented a workshop to the youth on the importance of trees and forests and watershed health. The students then volunteered to join in three tree planting days that resulted in a total of four hectares of reforested land.

In its third year, the project involved even more youth and essentially became organized and run by them. I contacted students from the local teacher-training college and presented a similar environmental workshop. The students then volunteered to head the watershed restoration efforts with guidance from the commission and Volunteers.

DOING IT

Activities:

1. **Public education exhibit:** Students met twice a week, out of class, to make didactic materials for the exhibit. I provided ideas and encouragement. The exhibit was placed in the town square for three days at the same time as a local carnival. It included a formal public presentation with a short skit, soil erosion demonstrations, and a technical discussion on deforestation problems. Students worked in the exhibit. Initially, a Volunteer or other mentor worked with them to encourage their interaction with the public. Once a student was confident in his or her role, the Volunteer stepped aside and let the youth manage the exchange.

2. **Tree planting:** Participants included students from the teacher-training college, commission members, and other local citizens. As the budget could not cover the cost of tools, students brought shovels and other materials needed to plant trees. They then organized themselves into work teams. Following each tree planting, members of the interagency commission facilitated a group discussion on the importance of the project in which youth were encouraged to voice their opinions.

3. **Ecological marathon:** This event was held two months following the tree plantings to further increase public awareness of environmental issues. It was directed by a local principal and Volunteer, but carried out by the same student volunteers who were involved in the reforestation efforts. Students from the teacher-training college coordinated and managed the event with students from a secondary school. To encourage participation, Volunteers presented a workshop explaining the activities and then asked for volunteers. Students were invited to form work groups. Student groups then planned specific tasks, including constructing and painting signs with environmental messages to be hung on the race route, start and finish line banners, and mile markers; organizing an environmental exhibition to be held at the race finish; managing race logistics including water stops, entrance fees, and timekeepers; and organizing a barbecue and soccer and volleyball tournaments following the race.

   The race was a huge success. The majority of participants were from primary and secondary schools. It was organized by students, for students. Many adults participated as well, including teachers and community leaders.

> ***"Students worked in the exhibit. Initially, a Volunteer or other mentor worked with them to encourage their interaction with the public. Once a student was confident in his or her role, the Volunteer stepped aside and let the youth manage the exchange."***

The watershed restoration project was very successful, but it required imagination and many willing bodies. Without the support of the local youth this project could never have been accomplished. Furthermore, the direct participation and investment of the students in the project will eventually achieve the primary goal of increasing public awareness and popular support for smart environmental management.

— Environmental Education Volunteers and a Japanese Volunteer in Paraguay

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Activity WOMEN'S ESSAY CONTEST

IDEA/CONCEPT

By participating in an essay contest, girls and boys and young women and men acquire a greater realization of the socially, economically, and politically valuable work performed by women in Bulgaria and around the world, as well as the inequities faced by women despite these contributions.

GOALS

To inspire youth to think about gender roles and the need for positive change in a growing democracy.

WOMEN'S ESSAY CONTEST

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [x] Positive Identity

YOUTH DEVELOPMENT AREA

World of Work

TARGET YOUTH

High school and university students

TIME

Once a year

PLANNING IT

The Peace Corps, in collaboration with the national Association of University Women, are the primary organizers of the contest. The Ministry of Education endorses the competition and an American university in Bulgaria provides the awards banquet. Additional support comes from local and international organizations, which donate books for awards and help compile the winning essays into a book and distribute it around the country. Members of the national association, professors from the American university, and Volunteers judge the submissions. Volunteers and members of the national association do fundraising for the contest, and the sponsors vary from year to year.

DOING IT

The contest involves students from high schools and universities who gather on a negotiated date to write an essay about one of several preannounced topics.

Examples:

1. **Women in business:** Do you know any women undertakers? Do they own a small, a middle-sized, or a big company? Why aren't there many women in big business? How do you see the role of women in the private sector in Bulgaria?

2. **Women in sports:** It is well known that female athletes receive much smaller monetary prizes than male athletes both at national and international competitions. Why is there such a difference, according to you? At the same time, the number of women in sports has dramatically increased in the last 50 years all around the world. Comment on this phenomenon.

3. **Girl power:** Discuss the effect on teenage audiences. How do you understand the concept of girl power? What hindrances do girls encounter on their way to self-realization as independent and self-reliant human beings and how can they overcome them?

4. **Trafficking in women:** Do you know somebody who has applied for an attractive job abroad and has been tricked into prostitution instead? What can be done to stop this process? What is the role of public education and the media in preventing trafficking in women?

Because students receive the essay topics in advance of the actual contest, they have the opportunity not only to think about the topics but also to discuss them with family members, friends, teachers, and other community members. In this way, the contest has created a dialogue among peers, across generations, and outside of the classroom.

Topics from previous contests

Women as Role Models; Women and the Family; Women and Violence; Women and Girls in Education; Women and Pornography; Women and the Media; Women and Democracy.

Rules of the contest

Any high school or university student who has not studied in an English-speaking country for more than two months is eligible to compete. Students are given two hours to write about one of several essay topics concerning women's issues. Students bring lined paper, pens and pencils, and dictionaries, if desired, to the competition site. Notes, pre-written essays, books, or other materials cannot be used during the competition. Although there is no maximum length of the essays, they must be no fewer than 350 words.

Judging criteria

Essays, judged according to their strength and persuasiveness of argument, should be well organized and cohesive. Statements should be supported with convincing facts and logic. Grammar, spelling, word usage, and vocabulary are not in themselves judging criteria; proper command of the English language, however, increases the ease with which judges are able to understand the thoughts of the writer.

Great Idea!

SOME TIPS AND LESSONS LEARNED

- This initiative has opened the minds of numerous young women and challenged them to become active citizens. Because students receive the essay topics in advance of the actual contest, they have the opportunity not only to think about the topics but also to discuss them with family members, friends, teachers, and other community members. In this way, the contest has created a dialogue among peers, across generations, and outside of the classroom.
- The conversations about problems facing women in Bulgaria stimulate discussion about wider social, economic, and political issues that affect all Bulgarians.
- This activity has the momentum to touch many more young women and young men in Bulgaria.

— TEFL/Business Development Volunteers in Bulgaria

OPTIONS

Involving young women and men in the planning and implementation of an activity like this can be an empowering experience. They can help create the topics, publicize the contest, solicit sponsors, judge the essays, and plan and implement the awards ceremony. This kind of contest can also be used to enhance literacy skills in one's own language.

Activity YOUTH CREDIT UNION

IDEA/CONCEPT

Young men and women start and run their own credit union.

GOALS

To introduce financial concepts in a practical environment, improve team-building and leadership skills, and increase trust in financial institutions among youth. This was the first locally owned and operated credit union in Armenia.

YOUTH DEVELOPMENT AREA

World of Work

TARGET YOUTH

Twelve-to-21-year-olds

TIME

Eighteen months

PLANNING IT

The activity has three general stages:

1. Recruiting and training students
2. Preparing a space, opening the organization, and ensuring good day-to-day operational practices
3. Implementing a micro-lending scheme

Although some steps could take a shorter amount of time, you should plan on taking 18 months to implement this activity fully.

Month 1: Prepare materials, investigate legalities in your country, talk to potential funders, and look for a classroom.

Month 2: Visit school directors, make presentations, give out applications, and prepare proposal for funding.

Month 3: Receive applications, hold organizing meeting, talk to local partners.

Month 4: Hold classes, receive feedback on funding.

Month 5: Hold classes, hold elections for credit union posts, like the board of directors and the financial manager.

Month 6: Hold classes, look for permanent location, try to have funding available at this point.

Month 7: Prepare location.

Month 8: Accountant training.

YOUTH CREDIT UNION

ASSET TYPES

- [x] Support
- [x] Empowerment
- [x] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [ ] Social Competencies
- [x] Positive Identity

DOING IT

Month 9: Open credit union, continue accountant oversight and training.

Month 10: Begin marketing campaign to accept deposits, begin loan committee training.

Month 11: Continue loan committee training, start training teaching committee.

Month 12: Start loan outreach and group meetings for members.

Month 13: Give out first loans.

Month 14-18: Continue to start one new loan group per month with constant supervision over repayment; train audit and ethics committees; have elections. Work toward making the entire organization self-sustainable by the time you leave and look for local Counterparts to oversee the organization.

I would recommend that you not be too harsh on absenteeism. Those students who are not interested will simply stop coming. That means you'll only have truly committed students by the end of the training.

SOME TIPS AND LESSONS LEARNED

- You will probably need to concentrate most of your time on this activity to complete it successfully. Start early in your service.
- Make sure it is sustainable. Find local Counterparts who can work with the organization after you have left. Make sure training for youth is institutionalized in the organization so that it can constantly train new workers.
- Look into the legalities of running a credit union in your area. You may want to or have to find a local credit union or bank to partner with to implement this activity. Of course, you should also trust this bank with your organization's money.
- Finding funding for an activity like this is difficult because it looks risky for funders, many of whom find it difficult to fund it. Start looking early. You need money to pay for start-up expenses and costs for the first few months in operation and to use as a capital base for the organization. The total grant for the activity was approximately US $2,000 for start-up expenses, which were mostly for repairs and furniture, and US $1,000 for capital to give the organization a sound financial base. SPA can help you with your start-up costs but not with your loan capital.
- Aim for about 60 students at the beginning of the classes because you will inevitably lose some. This activity will only work in areas where there is high literacy and good mathematical ability among youth.

- I would recommend that you not be too harsh on absenteeism. Those students who are not interested will simply stop coming. That means you'll only have truly committed students by the end of the training. Most of the students who have remained with the activity are girls.

- If you are in a large town or city, you may want to think about focusing your target group—only university students, or girls, or youth from one part of the town.

- At any given time, invest almost all of your capital in loans or time deposits at the bank. This allows you to offer interest-bearing accounts to children, and teaches the value of saving.

- Use the microcredit scheme to promote entrepreneurship among the credit union members. Make small loans. Require students to have a minimum amount of savings in the credit union to qualify for loans.

- Be sure to charge a high enough interest rate to cover your operational costs, including the interest you pay on savings. Do not worry if the interest rate seems high to you. Remember, your goal is to make the credit union financially self-sustainable.

- For inspiration and further information on starting a youth credit union, see *Changing Youth: Starting a Youth Credit Union and Learning Center*.[87]

— A Business Volunteer in Armenia

OPTIONS

- ▶ Be sure to inform parents about the activity early in the process. Look for ways to involve them also.

- ▶ Allow a very poor youth to apply for a waiver of the minimum amount of savings to apply for loans.[88]

Activity YOUTH FOOTBALL TOURNAMENT

IDEA/CONCEPT

Youth are mobilized by participating in a football tournament to take an active role in organizing and participating in activities for their community, physical conditioning, and wellness.

GOALS

To help youth build leadership, organizational skills, and self-esteem and to encourage the community to see that its youth have an important role to play in the community's development.

YOUTH FOOTBALL TOURNAMENT

ASSET TYPES

- [x] Support
- [x] Empowerment
- [x] Boundaries & Expectations
- [x] Constructive Use of Time
- [ ] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [ ] Positive Identity

YOUTH DEVELOPMENT AREA

Family Life

TARGET YOUTH

Youth under 12 as players; youth 16-18 years old as coach-managers

TIME

One day

PLANNING IT

1. Discuss ideas with your school sports teacher or community leaders interested in youth development. Their interest will be vital in getting the tournament off the ground.

2. Have the youth form teams and choose an older youth as coach-manager.

3. Ask for a commitment fee to register in the competition. The fee can be used to buy prizes for first, second, and third place teams.

4. Ask the schoolchildren to make charts to advertise the tournament and to display them throughout the community and, if possible, the surrounding communities.

5. Choose a theme for the tournament—something that will promote the role of youth in community development. Use the theme to promote the event. The theme of our competition was "Unity Is Strength."

DOING IT

1. Hold an opening ceremony. Invite community leaders and ask them to give a talk on the theme of the competition.

2. Hold the tournament.

3. Ask young people to give a speech before the final game on what they have learned about their role in organizing an event for their community.

SOME TIPS AND LESSONS LEARNED

- We had an Under 12 Football Competition. Eight teams registered and were coached and managed by youth 16-18 years.

- We advertised in the market area and in the schools.

- The competition has had a positive impact on all the youth who played in the tournament. It also has had a positive impact on the older youth. They now take initiative to do communal labor and organize youth clubs. They proved to themselves that with a little effort and unity they could do something to feel proud about.

— A Youth Development Volunteer in Ghana

> ***[The youth] proved to themselves that with a little effort and unity they could do something to feel proud about.***

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YOUTH LEADERSHIP CONFERENCE

IDEA/CONCEPT

Students participate in leadership development activities and are paired with mentors from the community during the conference.

GOALS

To help the participants acquire leadership skills and make practical use of them through facilitated sessions and activities; to have the participants observe leadership in action at home and in the workplace by partnering with mentors.

YOUTH LEADERSHIP CONFERENCE

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [ ] Constructive Use of Time
- [ ] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [x] Positive Identity

YOUTH DEVELOPMENT AREA

Active Citizenship

TARGET YOUTH

Boys and girls ages 12-20

TIME

Three-and-a-half days

PLANNING IT

Major costs include accommodations, food, and conference room rental for students, Volunteers, and facilitators; snacks and other such things can be donated. Funds can come from Peace Corps partnership and local government bodies. Other costs might include travel reimbursement and the cost of photocopies and last-minute supplies. The Peace Corps can provide flip charts, paper, markers, and easels.

DOING IT

Students, Volunteers, and mentors arrive on the first day in the afternoon for registration, introductions, a welcome address, and the first of six sessions. Session topics are as follows:

- Self-awareness, self-esteem, and gender awareness
- Listening, facilitation, and communication skills
- Group dynamics
- Conflict resolution and peace education

- Motivational tactics, time management, and goal setting
- Career options and furthering education

Local facilitators should be used for these sessions to ease communication and delivery of each session's topics with an emphasis on practical activities rather than lectures and classroom-type lessons.

At the end of the first day students go with their mentors to their homes to observe how they use leadership skills at home. The second day, the students go with their mentors to their workplaces and return to the conference site in the afternoon for Session 2.

The third day, the participants attend Session 3 and a keynote address from a well-known local leader before lunch. Sessions 4 and 5 follow lunch. The fourth day begins with Session 6 and closing presentations of certificates and addresses.

In the evening and between sessions, the participants should have games, activities, and assignments that serve to provide teamwork and practical leadership skills application. Activities might include icebreakers such as People to People, Human Knot, and the Energy Circle, while games might include Pictionary, Musical Chairs, and Limbo.

At the end of the first day students go with their mentors to their homes to observe how they use leadership skills at home. The second day, the students go with their mentors to their workplaces.

SOME TIPS AND LESSONS LEARNED

- Since leadership skill development starts in young people's formative years, it is important to involve boys and girls from both junior and senior secondary schools. As the conference may address innovative topics that are against "the way it is done," the application process should include Volunteer and headmaster recommendations and a student essay in order to get a real feel for the students.

- Meet with the Volunteers organizing and running the conference the day beforehand to plan the details of the opening day; then meet every evening during the conference to plan details for the following day.

- Contact more mentors than necessary and be ready to step in as one yourself to prevent any unnecessary inconveniences if some mentors don't show up.

— An Education Volunteer in Ghana

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OPTIONS

- Look for ways to encourage the sharing of information with others in the community once a conference like this one is over.
- Consider gathering this group again for follow-up activities.
- Some questions to ask when setting up mentoring activities:
  - What are the goals? Leadership development, career advising, self-esteem enhancement, having fun…?
  - What are you looking for in a mentor? Warm and caring personality, good career networks…?
  - How will you recruit mentors?
  - What kind of information/preparation/training do the mentors need to help them meet the goals?

YOUTH MOUNTAIN CLUB

IDEA/CONCEPT

The Youth Mountain Club is designed to give students access to the mountains by providing equipment and paid guides.

YOUTH MOUNTAIN CLUB

ASSET TYPES

- [x] Support
- [x] Empowerment
- [ ] Boundaries & Expectations
- [x] Constructive Use of Time
- [x] Commitment to Learning
- [x] Positive Values
- [x] Social Competencies
- [ ] Positive Identity

GOALS

To create a structure for frequent educational seminars and guided expeditions to the mountains, to teach students conservation techniques, to encourage concern for the environment, and to help students develop responsibility and self-reliance.

YOUTH DEVELOPMENT AREA

Active Citizenship

TARGET YOUTH

Youth ranging from 12 to 16 years of age. The assistant guides are university students ages 17 to 21.

TIME

The club ran from May until October. Four groups made 12 trips to the mountains. The length of the trips ranged from three to 10 days. Additional seminars were held at other times.

PLANNING IT

The Youth Mountain Club became a large community activity that needed extensive funding. It required equipment and products for extended trips to the mountains, including tents, sleeping bags, backpacks, and stoves. Therefore, it was necessary to become involved with an organization that was trusted and hardworking. In this case, it was the local NGO that had a very strong track record with youth projects. Working with it from the beginning ensured that the activity would be community, rather than Peace Corps, controlled. It also added fundraising resources.

It was also helpful to speak with individuals who had been involved in similar activities when they were funded by the government during the Soviet era. The club had the potential to become too large in its scope, and therefore it was important to keep the budget reasonable and conservative. The most important step to getting started was finding interested and motivated youth to help at the beginning stages. Their energy was necessary to keep the club going.

The most important step to getting started was finding interested and motivated youth to help at the beginning stages. Their energy was necessary to keep the club going.

DOING IT

There were four paid guides and four unpaid assistant guides. In addition to the trips, there were many seminars on issues such as mountain safety, leave-no-trace camping, and flora and fauna.

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During the course of the club, questionnaires were distributed to the participants to better monitor progress.

At the conclusion, a booklet incorporating stories and pictures from the club was created. The equipment purchased for the club is available for rent, which one hopes will make the activities sustainable in the future.

— An Environment Volunteer in the Kyrgyz Republic

Volunteers running an "Environmental Summer Leadership School" in Uzbekistan learned some important lessons from a similar activity:

- It is important to remember that the Volunteer is responsible for everyone's safety. In a crisis, it's the job of the Volunteer to be the leader. Establish this early, but in a way that does not discourage the students' initiative and leadership development.
- It was very important to have female Volunteers working at the camp. They inspired the female students and helped to shatter the prejudices held by some of our male students.

— An Environment Volunteer in Uzbekistan

The local NGO had a very strong track record with youth projects. Working with it from the beginning ensured that the activities would be community, rather than Peace Corps, controlled. It also added fundraising resources.

OPTIONS

Volunteers in Bulgaria organized a 10-day hike for teen girls to boost their confidence. See "Options" at the end of the "Girls' Empowerment Workshop" (p. 162) activity.

PART 5

RESOURCES

INFORMATION COLLECTION AND EXCHANGE (ICE)

(Peace Corps/Washington's materials support office)

Beyond the Classroom: Empowering Girls. Idea Book (ICE #M0080)

Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care (ICE #YD029)

Choices: A Teen Woman's Journal for Self-Awareness and Planning (ICE #WD135)

Choose a Future! Issues and Options for Adolescent Girls (ICE #WD127)

Choose a Future! Issues and Options for Adolescent Boys (ICE #YD032)

Como Planear Mi Vida (ICE #YD007)

Communicating With Children: Helping Children in Distress (ICE #YD036)

El Nuevo Joven Empresario (ICE #YD034)

HIV/AIDS: Integrating Prevention and Care into Your Sector. Idea Book (ICE #M0081)

Life Planning Education (ICE #YD004)

Life Skills Manual (ICE #M0061)

Stepping Forward: Children and Young People's Participation in the Development Process (ICE #YD030)

The New Youth Entrepreneur (ICE #YD033)

Working on the Street: Guiding Principles for Youth Workers (ICE #YD018)

World Map Project (ICE #R0088)

ORGANIZATIONS

Big Brothers Big Sisters International
1315 Walnut Street, Suite 704
Philadelphia, PA 19107
T: 215.717.5130
F: 215.717.5134
www.bbbsi.org

Earth Corps
7400 Sand Point Way NE
Building 30
Seattle, WA 98115
T: 206.322.9296
F: 206.322.9312
www.earthcorps.org

International Youth Foundation
32 South Street, Suite 500
Baltimore, MD 21202
T: 410.347.1500
F: 410.347.1188
www.iyfnet.org

National Association of Service and Conservation Corps
666 11th Street, NW, Suite 1000
Washington, DC 20001-4542
T: 202.737.6272
F: 202.737.6277
www.nascc.org

National Youth Employment Coalition
1836 Jefferson Place, NW
Washington, DC 20036
T: 202.659.1064
F: 202.659.0399
www.nyec.org

Trickle Up Program
121 West 27th Street, Suite 504
New York, NY 10001
T: 212.362.7958
F: 212.877.7464
www.trickleup.org

Search Institute
7000 South Third Street, Suite 210
Minneapolis, MN 55415
T: 612.376.8955
F: 612.376.8956
www.search-institute.org

United Nations Educational, Scientific and Cultural Organization (UNESCO) – Youth Unit
www.unesco.org/youth

United Nations Children's Fund (UNICEF) Voices of Youth
www.unicef.org/voy

Convention on the Rights of the Child
www.unicef.org/crc/convention.htm

Youth at the UN – Youth Participation for Development and Peace
www.un.org/esa/socdev/unyin

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